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ABSTRACT

The resource teacher manual describes a program model for delivery of services, within the concept of mainstreaming, to secondary students who are mild to moderate behaviorally disordered. Following introductory and overview sections, a student placement section discusses student screening, diagnosis, and placement procedures and gives examples and information on four screening instruments: the Project Screening Instrument, the Attitude Toward School Scale, the Self-Concept as a Learner Scale, and the Student Screening-Monitoring Profile Form. A fourth section focuses on teaching strategies and techniques. The bulk of this section consists of a listing of reference materials, as well as charts on student materials which are subdivided in the following areas: interest and motivation, art, English, mathematics, reading, spelling, values guidance, and vocational education. Section V on supplementary services examines on-going observation-assessment techniques, a monitoring model, and parent involvement procedures. A final section reviews exit and follow-through procedures. Also included are a glossary and appendixes on a descriptive definition of mainstreaming, a project overview, and student examples. (SBH)

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RESOURCE TEACHER MANUAL

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RECOGNIZE

RESPOND

REINFORCE

PILOT MODELS FOR MAINSTREAMING
SECONDARY STUDENTS WHO ARE MILD
TO MODERATE BEHAVIORALLY DIS-
ORDERED

ESEA Title III

CONTENTS

I. INTRODUCTION

GOAL
PHILOSOPHY
USE OF GUIDE

II. PROJECT OVERVIEW

STATEMENT OF NEED
HISTORY
EVALUATION

III. STUDENT PLACEMENT

SCREENING MODEL
DIAGNOSTIC MODEL

IV. STUDENT TREATMENT

STRATEGIES
TECHNIQUES
MATERIALS

V. SUPPLEMENTARY SERVICES

ON-GOING OBSERVATION-ASSESSMENT TECHNIQUES
MONITORING MODEL
PARENT INVOLVEMENT PROCEDURES

VI. EXIT PROCEDURES FOLLOW-THROUGH PROCEDURES

GLOSSARY: DEFINITION OF TERMS
APPENDIX

INTRODUCTION

GOAL
PHILOSOPHY
USE OF GUIDE

INTRODUCTION

GOAL

The goal of Project: RECOGNIZE, RESPOND, AND REINFORCE has been to develop a program model for delivery of services, within the concept of mainstreaming, to secondary youngsters who are mild to moderate behaviorally disordered.

PHILOSOPHY

This project is designed to support the philosophy of mainstreaming (Appendix A). Within the project four elements are considered basic to the concept...

...One of the most important functions of the school is to provide the best possible educational opportunity for each student.

...The mainstreaming teacher is the most influential person in providing this educational opportunity.

...The mainstreaming teacher needs the support of supplementary services.

...Appropriate supplementary services must be available to provide the needed support to mainstreaming teachers.

USE OF THE GUIDE

This guide is intended to provide:

1. An opportunity for resource teachers to become aware of project resources that are available to them.
2. A staff development guide for resource teachers developing techniques in utilizing project resources.
3. A staff development guide for resource teachers to utilize in conducting inservice with mainstreaming teachers.
4. A reference guide for resource teachers.

PROJECT OVERVIEW

STATEMENT OF NEED

HISTORY

EVALUATION

PROJECT OVERVIEW

STATEMENT OF NEED

This project is the result of assessment of needs conducted by the LEA, Educational Service Unit 10, during 1973-74 (Appendix B-1).

HISTORY

At the time of this writing, June, 1976, the project is completing the second year. During the first project year the program was developmental with emphasis on refinement during the second project year. The third project year is viewed as one of program dissemination and readiness for validation procedures (Appendix B-2).

STUDENTS SERVED

The project is designed to serve secondary students, especially those assigned to grades 7-9, who are identified as being mild to moderate behaviorally disordered. Behaviorally disordered is defined as the student who by his behavior, attitude, or personal adjustment, is not functioning in an effective or productive manner in the school setting. However this is manifested, it is apparent that the student is selecting inappropriate methods of coping with his problems, either in realizing the self-actualization process for himself or for others. Mild to moderate applied to the student who should be able to function successfully within the regular classroom setting with educational planning to meet personal needs and interests.

SYSTEM

Each potential project student is referred into the program through the completion by the classroom (mainstreaming) teacher of the project developed screening instrument (PSI). This is a behavior checklist of twenty-four items that have been placed, through factor analysis, into six clusters. These clusters represent:

- I. Socialization
- II. Anxiety
- III. Relation to Authority
- IV. Activity Level
- V. Negative Acting Out
- VI. Reaction to School.

The complete screening procedure includes (in sequence):

- Teacher Referral (Behavior Checklist)
- Attitude Toward School Scale
- Self Concept as a Learner Scale
- Wide Range Achievement Test
- Student Profile
- Committee Decision
- Parent Consent for Psychological (if appropriate)
- Referral for Psychological (if appropriate)

Following the psychological evaluations, a committee decision for program placement is made with parent permission for program placement required for all participating students. Each project student has an individual program based upon needs and interests developed for him. This program consists of a long-range plan, including exit procedures and a projected time, an educational plan written for monitoring on a quarterly basis, and daily scripts. Project designed forms are used for each of these.

STAFF, FACILITIES, AND MATERIALS REQUIRED

It is the purpose of this project to further develop, through inservice of project designed and adapted resources, present staffs and to encourage more effective utilization of existing facilities; therefore, in most adoptions/adaptations only limited addition of staff and facilities will be required. Motivation and high interest materials are emphasized in student programming indicating a possible need for addition of materials of this type within some adopting districts.

EVALUATION

Evaluation has been according to ESEA Title III guidelines. (Appendix B-3).

STUDENT PLACEMENT

SCREENING MODEL

DIAGNOSTIC MODEL

STUDENT PLACEMENT PROCEDURES

The project student placement procedures consists of three phases:

- 1) Student Screening Procedures,
- 2) Student Diagnostic Procedures,
- 3) Student Placement Procedures.

Each of these is described within this section of the manual. In addition, examples of instruments with appropriate explanations are contained herein.

SCREENING PROCEDURES

The project screening system is developed to meet the following criteria:

- 1) Total screening time per student of one hour or less.
- 2) Screening system that provides quantitative results.
- 3) Screening system that can be used with personnel having limited experience and training in the area of behavioral disorders.
- 4) Screening system to capitalize on the available knowledge and skills of involved personnel.
- 5) Screening system that involves input from both school staff and individual student.

The screening system developed to meet this criteria is presented in Figure 1.

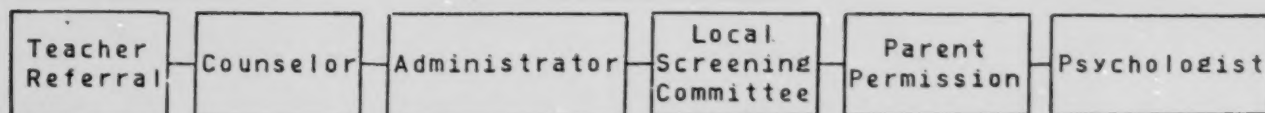


FIGURE 1

SCREENING SYSTEM FOR MILD TO MODERATE
BEHAVIORAL DISORDERS IN SECONDARY STUDENTS

The screening procedures are begun with the mainstreaming (classroom) teacher completing the student referral form, Project Screening Instrument - PSI. In addition to the PSI, two attitudinal scales are administered to the referred student at the time of referral. These are the Attitude Toward School Scale - ATTS, (Hoeltke, 1972), and the Self-Concept As a Learner Scale - SCAL, (Hoeltke, 1972).

Results from the PSI, ATTS, and SCAL are forwarded to the school counselor for review. If the counselor concurs with the referral, the referral is forwarded to the school administrator. If the school administrator concurs with the referral, the referral goes to the local screening committee. It is recommended that the screening committee be comprised of a minimum of one each of the following:

- 1) A school counselor,
- 2) An administrator,
- 3) The referring mainstreaming teacher,
- 4) A resource teacher.

It is most appropriate for additional teachers who know the student to be a part of the staffing. At the time of staffing a student profile utilizing the project developed form should be available to facilitate in reviewing the results of the PSI, ATTS, and SCAL. During this staffing, the decision is made to either continue the referral or to hold the referral within the local school. If the decision is to continue the referral, required parental permission forms are completed and the psychologist is scheduled for diagnosis.

The following pages contain examples of the Project Screening Instrument, The Attitude Toward School Scale, the Self-Concept As a Learner Scale, and the Student Screening-Monitoring Profile Form with developmental background information, completion directions, scoring directions, and conversion tables for each where these are appropriate. In addition, examples of Local Committee Staffing Review forms and Parent Permission for Diagnostic Evaluation are contained herein.

R RECOGNIZE
 R RESPOND
 R REINFORCE

PROJECT SCREENING INSTRUMENT
 (PSI)
 ENTRY AND EXIT FORM

The PSI is a project developed teacher referral screening instrument that is part of the project screening battery. A detailed description of the development of the instrument, including factor analysis, is available in project documentation.

Completion Directions

Directions for completing the instrument are found on each printed form.

Scoring Directions

Items are scored on a scale of one to four as follows:

<u>Rating</u>	<u>Value</u>
Never Observed	4 points
Seldom Observed	4 points
Occasionally Observed	3 points
Frequently Observed	2 points
Severe Problem	1 point.

Dr. Louis L. Hansen
Administrator
ESU 10

R RECOGNIZE
R RESPOND
R REINFORCE

PROJECT SCREENING INSTRUMENT
(PSI)
ENTRY AND EXIT FORM

Student Name _____ Birthdate _____
School _____ City _____
Teacher _____ Grade _____
Referral Date _____ Completion Date _____

Score _____ Converted Score _____

CONTACT

Mary Lou Toker
Project Director
ESU 10

West Highway 30

Kearney, Nebraska 68847

Phone: (308) 237-5927

ESEA TITLE III

DIRECTIONS: Below is a list of characteristics of students who may be experiencing adaptive behavior problems in school. Rate the student on each item by darkening the circle under the response that best describes your observations. Answer according to the following: N-Never Observed; S-Seldom Observed; O-Occasionally Observed; F-Frequently Observed; SP-Severe Problem.

N S O F SP

● 0 0 0 0

Example: Needs close supervision

N S O F SP

0 0 0 0 0

1. Difficulty making friends

0 0 0 0 0

2. Tends to be a loner

0 0 0 0 0

3. Shunned or rejected by others

0 0 0 0 0

4. Tense

0 0 0 0 0

5. Overly sensitive

0 0 0 0 0

6. Fearful

0 0 0 0 0

7. Resents demands placed upon him

0 0 0 0 0

8. Conflict with teacher

0 0 0 0 0

9. Uncooperative

0 0 0 0 0

10. Excessive anger

0 0 0 0 0

11. Distractible

N S O F SP

0 0 0 0 0

12. Need for supervision

0 0 0 0 0

13. Seeks attention from others

0 0 0 0 0

14. Destructive

0 0 0 0 0

15. Obscene or profane

0 0 0 0 0

16. Lies

0 0 0 0 0

17. Dislike for school

0 0 0 0 0

18. Bored, easily frustrated

0 0 0 0 0

19. Apparent lack of motivation

0 0 0 0 0

20. Frequent absences

0 0 0 0 0

21. Marked drop in achievement

0 0 0 0 0

22. Bullies other students

0 0 0 0 0

23. Fights frequently

0 0 0 0 0

24. Bizarre thinking or behavior

Describe the major need of this student and, if appropriate, give the reason for referral:

List the student's strengths, interests, and personality assets:

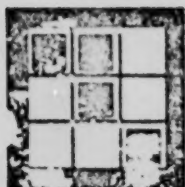
NORMATIVE CONVERSION TABLE
FOR
PSI FACTORS
(SECONDARY LEVEL)

An Explanation

The following conversion table makes provision for converting raw scores on the six behavioral variables on the mainstreaming teacher referral, Project Screening Instrument (PSI), into z scores.

CONVERSION TABLE: FACTORS

<u>Raw Score</u>	<u>Factor I Socialization</u>	<u>Factor II Anxiety</u>	<u>Factor III Authority</u>	<u>Factor IV Activity</u>	<u>Factor V Neg. Act.</u>	<u>Factor VI Reaction Sch.</u>
16	x	x	.73	x	x	x
15	x	x	.02	x	x	x
14	x	x	-.68	x	x	x
13	x	x	-1.39	x	x	x
12	.92	.87	-2.09	.85	.34	.73
11	.34	.09	-2.80	.19	-1.30	.06
10	-.25	-.68	-3.50	-.48	-2.93	-.61
9	-.84	-1.46	-4.20	-1.15	-4.57	-1.28
8	-1.43	-2.23	-4.91	-1.81	-6.21	-1.95
7	-2.02	-3.01	-5.61	-2.48	-7.85	-2.62
6	-2.61	-3.78	-6.32	-3.15	-9.49	-3.30
5	-3.19	-4.56	-7.02	-3.81	-11.13	-3.97
4	-3.78	-5.33	-7.73	-4.48	-12.77	-4.64
3	-4.37	-6.11	x	-5.15	-14.41	-5.31



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ATTITUDE TOWARD SCHOOL SCALE
(Revised Secondary Level)

The Attitude Toward School Scale was developed to assess how the student feels about going to school. The scale has been available for some time, but this revision has been available since 1972. The scale has been analyzed in accordance with standard attitude scale procedures including item-total correlation, factor analysis and different types of reliability, including the standard error of measurement.

Administration Directions

Complete the following directions in the order presented:

1. Check to make sure each student has a pencil.
2. Ask the class to complete the identification data requested on the front of the scale.
3. Read the following directions to the class:

"THE PURPOSE OF THIS SCALE IS TO FIND OUT HOW YOU FEEL ABOUT SCHOOL. ANSWER EACH ITEM BY DARKENING THE CIRCLE UNDER THE RESPONSE WHICH BEST DESCRIBES YOUR TRUE FEELING. DARKEN THE CIRCLE UNDER 'SA' IF YOU STRONGLY AGREE WITH THE STATEMENT; DARKEN THE CIRCLE UNDER 'A' IF YOU AGREE; UNDER 'U' IF YOU ARE UNDECIDED ON HOW YOU FEEL ABOUT THE STATEMENT; UNDER 'D' IF YOU DISAGREE; OR UNDER 'SD' IF YOU STRONGLY DISAGREE. DARKEN ONLY ONE CIRCLE FOR EACH ITEM."

Scoring Directions

Place the scoring template directly over the scale so that the answer spaces on the scale are showing through the corresponding spaces on the template. The score for each item is indicated by the numerical value written directly above the circle on the template. Find the sum of the values above the spaces which have been darkened. Write this sum in the space provided on the front of the scale.

Items which have been left unanswered should be scored as "UNDECIDED" (U = 3).

ATTITUDE TOWARD SCHOOL SCALE

(Secondary)

- PURPOSE** The Attitude Toward School Scale (ATS) was designed to assess the student's feelings toward school. Does the student feel school is a pleasant or unpleasant place to be?
- FORMAT** The student indicates if he strongly agrees, agrees, is undecided, disagrees or strongly disagrees with each of 22 statements. The scale is written for students in grades seven and up but may be used with upper elementary grade students.
- ADMINISTRATION** ATS can be individually or group administered and takes approximately 15 to 20 minutes for students to complete. Administration directions are brief, and with secondary students the instrument can be self-administered; however, it is recommended that the scale be administered by those familiar with group psychometric testing.
- MATERIAL** The instrument is printed on one page with provision for student identification data. Students mark their responses on the test booklet. Scoring keys are available as is a test manual. The test manual includes instrument development data as well as normative data.
- SCORING** ATS yields only one score. The score derived is a summative value of all 22 items. Item values range from one to five, with the five-point value assigned to the response that reflects a positive attitude toward school. Total scores can range from 22 to 110, with the higher the score, the more positive the attitude toward school.

NORMS

Present scale norms are based on responses of approximately 3000 secondary students (grades 7 to 12) enrolled in a large variety of public and private schools. Normative scores presented are normal deviate standard scores (z units) and percentile scores derived from the normal deviate units.

RELIABILITY

Scale reliability has been estimated from different groups and using different techniques. Reliability coefficients are consistently in the .80's with a standard error of measurement between four and five points.

VALIDITY

Statistically significant differences between normal students and the following diagnosed types of students have been consistently reported: Educable Level Mentally Handicapped Students, Learning Disabled Students and Emotionally Disturbed Students. Statistically significant differences between anglo students and different minority students (Mexican-American, Black-American and Indian-American) have been reported as have differences between normal students and potential dropout students and institutionalized delinquents. ATS results significantly correlate with self-concept as a learner, teacher ratings of students, and select academic subject scores. All items in the scale significantly correlated with the scale total score in the scale development sample. Additional results that reflect on the scale's validity are available from various educational project records and dissertations.

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ATTITUDE TOWARD SCHOOL SCALE

Revised Secondary

G.M. Hoeltke

Student Name _____ Date _____

School _____ City _____

Grade _____ Boy _____ Girl _____

Score _____ Converted Score _____



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26

DIRECTIONS: The purpose of this scale is to find out how you feel about school. You will not be graded on this scale so tell it like it is. Please answer each item by darkening the circle under the response that best describes how you feel. Answer according to the following responses: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree; and SD = Strongly disagree. Darken only one circle for each statement. Note the example below.

SA A U D SD
☒ ☐ ☐ ☐ ☐

Example: I like to go on trips.

SA A U D SD

☐ ☐ ☐ ☐ ☐

1. I have a positive attitude toward school.

☐ ☐ ☐ ☐ ☐

2. I learn something from most school assignments.

☐ ☐ ☐ ☐ ☐

3. I like most of my teachers.

☐ ☐ ☐ ☐ ☐

4. I think that school is fun.

☐ ☐ ☐ ☐ ☐

5. Most of the time I would rather be in school than any place I can think of.

☐ ☐ ☐ ☐ ☐

6. I like school.

☐ ☐ ☐ ☐ ☐

7. I have a teacher that cares about me.

☐ ☐ ☐ ☐ ☐

8. I feel that I have no voice in the school rules that govern me.

☐ ☐ ☐ ☐ ☐

9. I go to school because someone makes me go.

SA A U D SD

☐ ☐ ☐ ☐ ☐

10. Time in school really goes fast for me.

☐ ☐ ☐ ☐ ☐

11. Going to school is a waste of time.

☐ ☐ ☐ ☐ ☐

12. Most of my teachers are helpful with school work.

☐ ☐ ☐ ☐ ☐

13. My school is a friendly place.

☐ ☐ ☐ ☐ ☐

14. I like the way this school is run.

☐ ☐ ☐ ☐ ☐

15. I learn more important things in extracurricular activities than I do in regular classes.

☐ ☐ ☐ ☐ ☐

16. I am graded fairly.

☐ ☐ ☐ ☐ ☐

17. I feel that the rules and regulations of this school are fair.

☐ ☐ ☐ ☐ ☐

18. I will probably drop out of school before I graduate.

☐ ☐ ☐ ☐ ☐

19. I feel that my teachers respect my rights to be an individual.

☐ ☐ ☐ ☐ ☐

20. Each morning I look forward to going to school.

☐ ☐ ☐ ☐ ☐

21. I feel that the teachers expect too much from me.

☐ ☐ ☐ ☐ ☐

22. School drags for me.

NORMATIVE CONVERSION TABLE
FOR
ATTITUDE TOWARD SCHOOL SCALE
(SECONDARY LEVEL)

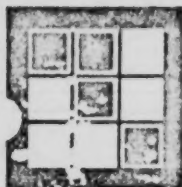
An Explanation

The following conversion table makes provision for converting raw scores for the Attitude Toward School Scale into z scores and percentiles.

NORMATIVE CONVERSION TABLE
FOR THE
ATTITUDE TOWARD SCHOOL SCALE
(SECONDARY LEVEL)

Raw Score	Converted Score ¹		Raw Score	Converted Score ¹	
	z Score	% ile		z Score	% ile
110	2.68	99	66	-.72	24
109	2.60	99	65	-.79	21
108	2.53	99	64	-.87	19
107	2.45	99	63	-.96	17
106	2.37	99	62	-1.02	15
105	2.30	99	61	-1.10	14
104	2.22	99	60	-1.18	12
103	2.14	98	59	-1.26	10
102	2.06	98	58	-1.33	9
101	1.99	98	57	-1.41	8
100	1.91	97	56	-1.49	7
99	1.83	97	55	-1.56	6
98	1.75	96	54	-1.64	5
97	1.68	95	53	-1.72	4
96	1.60	95	52	-1.80	4
95	1.52	94	51	-1.87	3
94	1.45	93	50	-1.95	3
93	1.37	91	49	-2.03	2
92	1.29	90	48	-2.10	2
91	1.21	89	47	-2.18	1
90	1.14	87	46	-2.26	1
89	1.06	86	45	-2.34	1
88	.98	84	44	-2.41	1
87	.91	82	43	-2.49	1
86	.83	80	42	-2.57	1
85	.75	77	41	-2.64	1
84	.67	75	40	-2.72	1
83	.60	73	39	-2.80	1
82	.52	70	38	-2.88	1
81	.44	67	37	-2.95	1
80	.37	64	36	-3.03	1
79	.29	61	35	-3.11	1
78	.21	58	34	-3.18	1
77	.13	55	33	-3.26	1
76	.06	52	32	-3.34	1
75	-.02	49	31	-3.42	1
74	-.10	46	30	-3.49	1
73	-.18	43	29	-3.57	1
72	-.25	40	28	-3.65	1
71	-.33	37	27	-3.72	1
70	-.41	34	26	-3.80	1
69	-.48	32	25	-3.88	1
68	-.56	29	24	-3.96	1
67	-.64	26	23	-4.03	1
			22	-4.11	1

¹Percentile based on normal curve values.



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Page 20
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SELF CONCEPT AS A LEARNER SCALE
(Revised Secondary Level)

The Self Concept As A Learner Scale was developed to assess how the student feels about himself as a learner. The purpose focuses on how the student sees himself in an academic situation. The scale was not designed to assess self concept in a global sense.

The Self Concept As A Learner Scale was originally developed in 1965, and since that time has been revised twice. Each revision reflected increased knowledge about the scale characteristics as this knowledge was acquired from using the scale with various samples of students. The current scale was made available in 1972, after extensive analysis of both item and total scale characteristics.

Administration Directions

Complete the following directions in the order presented:

1. Check to make sure each student has a pencil.
2. Ask the class to complete the identification data requested on the front of the scale.
3. Read the following directions to the class:

"THE PURPOSE OF THIS SCALE IS TO FIND OUT HOW YOU FEEL ABOUT SCHOOL LEARNING. ANSWER EACH ITEM BY DARKENING THE CIRCLE UNDER THE RESPONSE WHICH BEST DESCRIBES YOUR TRUE FEELING. DARKEN THE CIRCLE UNDER 'SA' IF YOU STRONGLY AGREE WITH THE STATEMENT; DARKEN THE CIRCLE UNDER 'A' IF YOU AGREE; UNDER 'U' IF YOU ARE UNDECIDED ON HOW YOU FEEL ABOUT THE STATEMENT; UNDER 'D' IF YOU DISAGREE; OR UNDER 'SD' IF YOU STRONGLY DISAGREE. DARKEN ONLY ONE CIRCLE FOR EACH ITEM."

4. Ask the class if they have any questions; then, commence with the scale.
5. There is no time limit on this scale.

Scoring Directions

Place the scoring template directly over the scale so that the answer spaces on the scale are showing through the corresponding spaces on the template. The score for each item is indicated by the numerical value written directly above the circle on the template. Find the sum of the values above the spaces which have been darkened. Write this sum in the space provided on the front of the scale.

Items which have been left unanswered should be scored as "UNDECIDED" (U = 3).

SELF-CONCEPT AS A LEARNER SCALE

(Secondary)

- PURPOSE** The Self-Concept As A Learner Scale (SCAL) was designed to assess the student's feelings about himself in an academic environment. Does the student have confidence he can be successful in school?
- FORMAT** The student indicates if he strongly agrees, agrees, is undecided, disagrees or strongly disagrees with each of 20 statements. The scale is written for students in grades seven and up but may be used with upper elementary grade students.
- ADMINISTRATION** SCAL can be individually or group administered and takes approximately 15 to 20 minutes for students to complete. Administration directions are brief, and with secondary students the instrument can be self-administered; however, it is recommended that the scale be administered by those familiar with group psychometric testing.
- MATERIAL** The instrument is printed on one page with provision for student identification data. Students mark their responses on the test booklet. Scoring keys are available as is a test manual. The test manual includes instrument development data as well as normative data.
- SCORING** SCAL yields only one score. The score derived is a summative value of all 20 items. Item values range from one to five, with the five-point value assigned to the response that reflects a positive self-concept as a learner. Total scores can range from 20 to 100, with the higher the score, the more positive the self-concept as a learner.

NORMS

Present scale norms are based on responses of approximately 600 secondary students (grades 7 to 12) enrolled in a large variety of public and private schools. Normative scores presented are normal deviate standard scores (z units) and percentile scores derived from the normal deviate units.

RELIABILITY

Scale reliability has been estimated from different groups and using different techniques. Reliability coefficients are consistently in the neighborhood of .90 with a standard error of measurement between two and three points.

VALIDITY

Statistically significant differences between normal students and the following diagnosed types of students have been consistently reported: Educable Level Mentally Handicapped Students, Learning Disabled Students and Emotionally Disturbed Students. Statistically significant differences between anglo students and different minority students (Mexican-American, Black-American and Indian-American) have been reported as have differences between normal students and potential dropout students and institutionalized delinquents. SCAL results significantly correlate with attitude toward school, teacher ratings of students, other self-concept scores and select academic subject scores. All items in the scale significantly correlated with the scale total score in the scale development sample. Additional results that reflect on the scale's validity are available from various educational project records and dissertations.

SRI

SELF CONCEPT AS A LEARNER SCALE

Revised Secondary

G.M. Hoeltke

Student Name _____ Date _____

School _____ City _____

Grade _____ Boy _____ Girl _____

Score _____ Converted Score _____



SRI

SELECTION RESEARCH INC.

DIRECTIONS: The purpose of this scale is to find out how you feel about school learning. You will not be graded on this scale so tell it like it is. Please answer each item by darkening the circle under the response that best describes your true feeling. Answer according to the following: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree; and SD = Strongly disagree. Note the example.

SA A U D SD

● 0 0 0 0 0 Example: I like to go on trips.

SA A U D SD

- | | | | | | |
|---|---|---|---|---|--|
| 0 | 0 | 0 | 0 | 0 | 1. I like to go to school. |
| 0 | 0 | 0 | 0 | 0 | 2. I am successful in school. |
| 0 | 0 | 0 | 0 | 0 | 3. I think school work is hard. |
| 0 | 0 | 0 | 0 | 0 | 4. Compared to other students, I am intelligent. |
| 0 | 0 | 0 | 0 | 0 | 5. I wanted to go to school. |
| 0 | 0 | 0 | 0 | 0 | 6. Most students are more intelligent than I am. |
| 0 | 0 | 0 | 0 | 0 | 7. I think my grades are low. |
| 0 | 0 | 0 | 0 | 0 | 8. Most school tests are too hard. |
| 0 | 0 | 0 | 0 | 0 | 9. Teachers assign too much school work for me. |
| 0 | 0 | 0 | 0 | 0 | 10. I would rather do about anything than go to school. |
| 0 | 0 | 0 | 0 | 0 | 11. Most of my grades are lower than other students' grades. |

SA A U D SD

- | | | | | | |
|---|---|---|---|---|--|
| 0 | 0 | 0 | 0 | 0 | 12. I feel that school is a "drag". |
| 0 | 0 | 0 | 0 | 0 | 13. I do a good job with school work. |
| 0 | 0 | 0 | 0 | 0 | 14. Most school work is easy. |
| 0 | 0 | 0 | 0 | 0 | 15. I remember most of what I read. |
| 0 | 0 | 0 | 0 | 0 | 16. I am a good writer of stories. |
| 0 | 0 | 0 | 0 | 0 | 17. I can help other students with their class work. |
| 0 | 0 | 0 | 0 | 0 | 18. I understand most school assignments. |
| 0 | 0 | 0 | 0 | 0 | 19. I am a good student. |
| 0 | 0 | 0 | 0 | 0 | 20. My teachers think I am a good student. |

NORMATIVE CONVERSION TABLE
FOR
SELF-CONCEPT AS A LEARNER SCALE
(SECONDARY LEVEL)

An Explanation

The following conversion table makes provision for converting raw scores for the Self-Concept As a Learner Scale into z scores and percentiles.

NORMATIVE CONVERSION TABLE
FOR THE
SELF-CONCEPT AS A LEARNER SCALE
(SECONDARY LEVEL)

Raw Score	Converted Score ¹		Raw Score	Converted Score ¹	
	z Score	% ile		z Score	% ile
100	2.95	99	59	-.49	31
99	2.87	99	58	-.57	28
98	2.78	99	57	-.66	25
97	2.70	99	56	-.74	23
96	2.61	99	55	-.83	20
95	2.53	99	54	-.91	18
94	2.45	99	53	-.99	16
93	2.36	99	52	-1.08	14
92	2.28	99	51	-1.16	12
91	2.20	99	50	-1.25	11
90	2.11	98	49	-1.33	9
89	2.03	98	48	-1.41	8
88	1.94	97	47	-1.50	7
87	1.86	97	46	-1.58	6
86	1.78	96	45	-1.66	5
85	1.69	95	44	-1.75	4
84	1.61	95	43	-1.83	3
83	1.52	94	42	-1.92	3
82	1.44	93	41	-2.00	2
81	1.36	91	40	-2.08	2
80	1.27	90	39	-2.17	2
79	1.19	88	38	-2.25	1
78	1.10	86	37	-2.34	1
77	1.02	85	36	-2.42	1
76	.94	83	35	-2.50	1
75	.85	80	34	-2.59	1
74	.77	78	33	-2.67	1
73	.69	75	32	-2.76	1
72	.60	73	31	-2.84	1
71	.52	70	30	-2.92	1
70	.43	67	29	-3.01	1
69	.35	64	28	-3.09	1
68	.27	61	27	-3.17	1
67	.18	57	26	-3.26	1
66	.10	54	25	-3.34	1
65	.01	50	24	-3.43	1
64	-.07	47	23	-3.51	1
63	-.15	44	22	-3.59	1
62	-.24	41	21	-3.68	1
61	-.32	37	20	-3.76	1
60	-.41	34			

¹Percentile based on normal curve values.

R RECOGNIZE
 R RESPOND
 R REINFORCE

SCREENING-MONITORING PROFILE

An Explanation

The Screening-Monitoring Profile is a project developed procedure intended to provide a graphic illustration of student variables as follows:

Behavioral

- I Socialization
- II Anxiety
- III Authority
- IV Activity Level
- V Negative Acting Out
- VI Reaction to School

Attitudinal

Self-Concept As a Learner (SCAL)
 Attitude Toward School (ATTS)

Academic

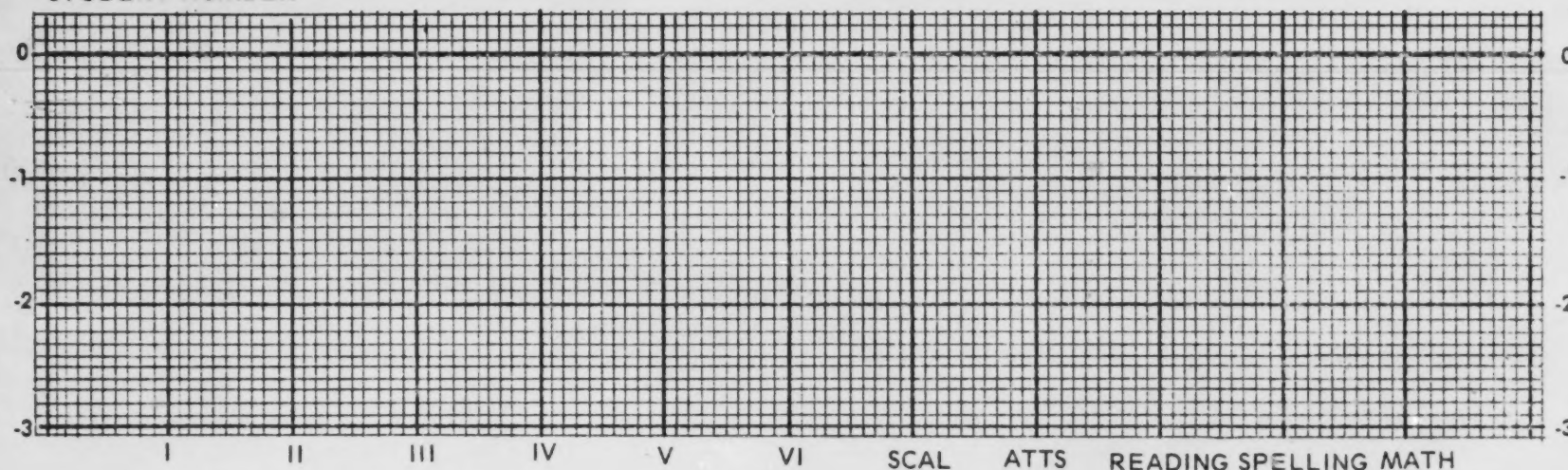
Reading
 Spelling
 Arithmetic (As indicated on the Wide Range
 Achievement Test).

The appropriate Behavioral and Attitudinal scores should be graphed prior to the local district committee meeting in order to utilize the graphically illustrated data in the decision making process. The WRAT scores should be graphed after testing, following appropriate parental permission.

Student scores are graphed in standard deviations as related to norms based upon non-referred student population. Reports containing indepth procedures and data are available in project files.

SCREENING - MONITORING PROFILE

STUDENT NUMBER



R RECOGNIZE
R RESPOND
R REINFORCE

I SOCIALIZATION
II ANXIETY
III AUTHORITY
IV ACTIVITY LEVEL

V NEGATIVE ACTING OUT
VI REACTION TO SCHOOL
SCAL (SELF CONCEPT AS A LEARNER)
ATTS (ATTITUDE TOWARD SCHOOL)

WIDE RANGE
ACHIEVEMENT TEST

MONITORING

MONITORING

MONITORING

END-OF-YEAR RE-EVALUATION

41

42

ESEA TITLE III

R RECOGNIZE
R RESPOND
R REINFORCE

LOCAL COMMITTEE REVIEW
AND
PARENT PERMISSION FOR DIAGNOSTIC TESTING

An Explanation

The following forms are developed to provide a record of the local committee review and of the parent permission for diagnostic testing. Each should be on file before initiating any referrals for psychological evaluations. At the time of securing the signature of the parent or legal guardian for psychological evaluation, initial parental involvement strategies (see Supplementary Services of this manual) should be implemented.

PARENT CONSENT FOR DIAGNOSTIC SERVICES

I have discussed my child's school progress with a designated school representative. It appears that diagnostic services may help the school to develop a more meaningful program for my child. I, therefore, as a parent or legal guardian, give my permission for diagnostic services to be provided for

(student's name)

(date of birth)

It is understood that there will be no charge for the services, and that the results will be used by school personnel, solely for the purpose of providing the best possible school program for my child.

Parent or Legal Guardian

Address

Phone

School Representative

Date

44

R Recognize

R Respond

R Reinforce

REQUEST FOR DIAGNOSTIC SERVICE

Student Name _____ Birthdate _____

School _____ City _____

Teacher _____

Grade or Subject _____

Referral Date _____

ESEA TITLE III

00014

REASON FOR REFERRAL—

1. Check all appropriate behavioral disorders.

- ☐ Peer Relations
- ☐ Sensitivity
- ☐ Teacher Relation
- ☐ Hyperactive or Apathetic
- ☐ Aggressive
- ☐ School Interest

2. Do you question student's intellectual capacity?

☐ yes ☐ no

3. List special methods that have been used.

SCHOOL HISTORY—

1. List all grades repeated

2. List previous schools attended:

School _____ Years _____

Address _____

School _____ Years _____

Address _____

School _____ Years _____

Address _____

PREVIOUS TEST DATA—

I.Q. (Group): _____ Full Scale _____ Date _____ Test _____

I.Q. (Individual): _____ Full Scale _____ Date _____ Test _____

Achievement: _____ Score _____ Date _____ Test _____

Others: _____ Score _____ Date _____ Test _____

HEALTH DATA—

List significant health problems and all medication:

REMEDIATION DATA—

List all remedial classes student is presently attending:

TEACHER COMMENTS—

ADMINISTRATOR COMMENTS—

DIAGNOSTIC PROCEDURES

Arrangements for psychological evaluation are made at the convenience of the local school district.

Evaluations are made by an endorsed school psychologist. The psychological battery is comprised of the following:

- 1) Wechsler Intelligence Scale for Children - WISC (Revised)
- 2) Bender-Gestalt Visual Motor
- 3) Incomplete Sentence Blank
- 4) House-Tree-Person - HTP
- 5) Draw a Person - DAP.

In addition to the above battery, the Wide Range Achievement Test (WRAT) is administered to establish an initial, screening evaluation of student achievement. Further, indepth analysis of student achievement follows, when appropriate, student placement. The WRAT is not a restricted evaluation instrument and is usually administered by someone other than an endorsed psychologist - frequently a resource teacher or diagnostician.

An answer sheet for the WRAT follows to provide an example.

WIDE RANGE ACHIEVEMENT TEST

COPYRIGHT, 1965 by
Guidance Associates
of Delaware, Inc.
1526 Gilpin Avenue
Imington, Delaware

Reading, Spelling, Arithmetic from Pre-School to College
By J. F. Jastak, S. W. Bijou, S. R. Jastak

Printed in U.S.A.
1937, 1946, 1961
Revised Edition
1965

Name Birthdate M. F. Chron. Age
School Grade Reading Score Grade Stand-Score %ile
Referred by Spelling Score Grade Stand-Score %ile
Date Examiner Arithmetic Score Grade Stand-Score %ile

Percentiles and Standard Scores corresponding to grade ratings and age may be found in the Manual.

Level I—Spelling—Grade Norms.

Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade
1 N.5	12 Kg.4	23 1.5	34 3.0	45 5.7	56 10.3
2 N.8	13 Kg.5	24 1.6	35 3.2	46 6.0	57 10.9
3 Pk.1	14 Kg.6	25 1.7	36 3.5	47 6.3	58 11.5
4 Pk.2	15 Kg.7	26 1.8	37 3.7	48 6.5	59 12.2
5 Pk.3	16 Kg.8	27 2.0	38 3.9	49 6.8	60 13.0
6 Pk.5	17 Kg.9	28 2.2	39 4.2	50 7.2	61 13.8
7 Pk.7	18 Gr.1.0	29 2.3	40 4.5	51 7.7	62 14.5
8 Pk.9	19 1.1	30 2.5	41 4.7	52 8.2	63 15.2
9 Kg.1	20 1.2	31 2.6	42 5.0	53 8.7	64 15.9
10 Kg.2	21 1.3	32 2.7	43 5.3	54 9.2	65 16.7
11 Kg.3	22 1.4	33 2.9	44 5.5	55 9.7	

Level II—Spelling—Grade Norms.

Score Grade	Score Grade	Score Grade	Score Grade	Score Grade
0 Kg.2	11 4.0	21 6.7	31 9.0	41 12.4
1 Kg.0	12 4.3	22 6.8	32 9.3	42 12.8
2 Gr.1.0	13 4.6	23 7.0	33 9.6	43 13.2
3 1.3	14 4.9	24 7.2	34 9.9	44 13.6
4 1.6	15 5.2	25 7.4	35 10.2	45 14.0
5 1.9	16 5.5	26 7.6	36 10.5	46 14.4
6 2.2	17 5.8	27 7.8	37 10.8	47 15.0
7 2.6	18 6.1	28 8.1	38 11.2	48 15.7
8 3.0	19 6.3	29 8.4	39 11.6	49 16.4
9 3.3	20 6.5	30 8.7	40 12.0	50 17.2
10 3.7				51 18.0

Spelling Scores

Level I	Level II
Cumul	Cumul
Test Score	Test Score
Copying	Copying
1 point	4-9
per mark	10-17
18	18
Name	Name
1 letter	1 letter
2 letters	2 letters
Spelling	Spelling
1 point	1 point
per word	per word
65	51

-		/	\	o	x	┐	v	└	+	^	┌	Δ	□	▢	▽	◻	◻

me 31.

1. 16. 32.

2. 17. 33.

3. 18. 34.

4. 19. 35.

5. 20. 36.

6. 21. 37.

7. 22. 38.

8. 23. 39.

9. 24. 40.

10. 25. 41.

11. 26. 42.

12. 27. 43.

13. 28. 44.

14. 29. 45.

15. 30. 46.

NORMATIVE CONVERSION TABLE
FOR
WIDE RANGE ACHIEVEMENT TEST

An Explanation

The following conversion table makes provision for converting standard scores for the Wide Range Achievement Test into z scores.

WRAT CONVERSION TABLE

<u>S.S.</u>	<u>z Score</u>	<u>S.S.</u>	<u>z Score</u>
100	0	77	-1.53
99	-.07	76	-1.60
98	-.13	75	-1.67
97	-.20	74	-1.73
96	-.27	73	-1.80
95	-.33	72	-1.87
94	-.40	71	-1.93
93	-.47	70	-2.00
92	-.53	69	-2.07
91	-.60	68	-2.13
90	-.67	67	-2.20
89	-.73	66	-2.27
88	-.80	65	-2.33
87	-.87	64	-2.40
86	-.93	63	-2.47
85	-1.00	62	-2.53
84	-1.07	61	-2.60
83	-1.13	60	-2.67
82	-1.20	59	-2.73
81	-1.27	58	-2.80
80	-1.33	57	-2.87
79	-1.40	56	-2.93
78	-1.47	55	-3.00

R RECOGNIZE
R RESPOND
R REINFORCE

PARENT PERMISSION
FOR
PROGRAM PLACEMENT

An Explanation

If, after diagnostic evaluation, it is recommended that a student be placed for program treatment, parental permission for placement is required. The following form represents a project designed one to meet this need. At the time of receiving permission for program placement additional parent involvement strategies should be continued (see Support Services of this manual).

R Recognize
R Respond
R Reinforce

REPORT OF TEACHER REFERRALS

Student Name _____
School _____

_____ ESEA TITLE III

The Referred Child will not be processed until this page is completed.

Date: _____

School District: _____

Building: _____

School Staff Involved: _____

Resource Teacher: _____

Student Referred: _____

Results: _____

Committee

Date

54

Mary Lou Toker

Project Director

PARENT CONSENT FOR PLACEMENT

I have discussed my son/daughter's results of the diagnostic tests and the services of the Title III Project: Recognize, Respond, and Reward have been explained to me.

I understand the program may help my son/daughter. I, therefore, as his parent or legal guardian, freely give my permission for

(student's name)

(birthdate)

to be in the program.

I understand that there will be no charge to me for these services.

Parent or Legal Guardian

Address

Phone

School Representative

Date

55

The project presented or reported herein was performed pursuant to a grant from the Department of Education, ESEA Title III, State of Nebraska. However, the opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education, and no official endorsement by the State Department of Education should be inferred.

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STUDENT TREATMENT

STRATEGIES

TECHNIQUES

MATERIALS

STUDENT TREATMENT PROCEDURES

The project student treatment procedures consists of the development of an Educational Plan Overview and Daily Task Sheets based upon the individual student's Screening-Monitoring Profile. An example of the Screening-Monitoring Profile is found on page 26 of this manual with an explanation of the profile preceding on page 25. Examples, with explanations, of the Educational Plan Overview and the Daily Task Sheets follow on pages 35 and 36, and pages 37 and 38.

Appendix C of this manual contains student examples of treatment procedures consisting of an exemplary Student Profile, Educational Plan Overview, and Daily Task Sheets for each of the behavioral, attitudinal, and academic variables (Appendix C-1 through C-9).

In addition this section of the manual contains project recommendations for student treatment as follows:

1. Teaching Strategies
2. Teaching Techniques
3. Materials - both published and teacher made.

These recommendations are based upon pilot-testing of the strategies, techniques, and materials during the developmental phase of the project and are reflected within the evaluation of the student outcome as reported in Appendix B-3, page xxviii. The recommendations for both the strategies and the techniques are related to appropriate student variables. The recommendations for materials are related to appropriate student variables. The recommendations for materials are related to appropriate student variables and to teaching techniques.

TREATMENT PROCEDURES

The project treatment system is developed to meet the following criteria:

1. One that is concise and direct enough to be judged as workable by both resource and mainstreaming (regular classroom) teachers.
2. One that makes provision for quantitative student outcome results.
3. One that is highly personalized and based upon student variables - behavioral, attitudinal, and academic.
4. One that utilizes the talents and competencies of all staff members.
5. One that provides an overall plan from entry through exit and follow-through procedures.
6. One that can be adopted by most school districts utilizing presently existing staff after following staff development activities provided for within the project manuals and supplements.

The student programming procedure developed to meet this criteria is presented in Figure 2.

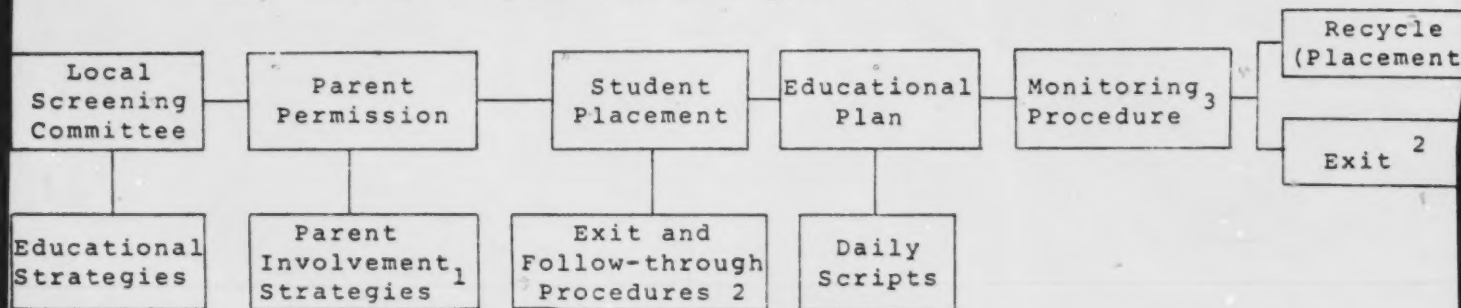


FIGURE 2
STUDENT TREATMENT PROCEDURE
FOR MILD TO MODERATE
BEHAVIORAL DISORDERS IN SECONDARY STUDENTS

^{1 2 3} See Supplementary Services and Exit/Follow-through chapters of this manual.

The treatment procedures are begun with the local screening committee recommendation for project placement based upon results of placement procedures. Parent permission for placement, with implementation of parent involvement strategies, follows. The student is then scheduled within the educational programming (treatment) system with long-range exit and follow-through procedures developed. At the time of entry, an Educational Plan Overview and Daily Task Sheets (scripts) are prepared. Monitoring of student programming is conducted at three-month intervals. Results of monitoring procedures lead to the recommendation to recycle or to implement exit procedures.

R RECOGNIZE
R RESPOND
R REINFORCE

PROJECT EDUCATIONAL PLAN OVERVIEW

An Explanation

At the time of placement an overall educational plan, written for a three-month period, is developed for each student. The first step in the preparation of this plan is to determine the student's priority needs, based upon the results of the student placement procedures. After this decision has been made, preferably through student staffing procedures as indicated within Supplementary Services of this manual, the desired outcomes are written into product objectives according to 1. Behavioral, 2. Attitudinal, and 3. Academic needs. The second step is to determine teaching techniques to be utilized and to relate these to appropriate objectives. The third step is to select materials and to relate these to appropriate techniques. Recommendations of pilot-tested teaching techniques and materials follow within this chapter. At regular three-month intervals, the progress of each student is monitored. (See Monitoring Procedures within Supplementary Services.) At the time of monitoring, the Overall Educational Plan is reviewed and updated according to indicated need. Although each plan is highly personalized, the form utilized is the same for each. An example of the project developed Educational Plan Overview form follows.

EDUCATIONAL PLAN OVERVIEW

STUDENT'S NAME _____

PLAN DATE (3 MO. PERIOD) _____ TO _____

RE-EVALUATION DATES _____

PROGRAMMING BASED ON STUDENT VARIABLES

1 BEHAVIORAL	2 ATTITUDINAL	3 ACADEMIC
PRODUCT OBJECTIVE	PRODUCT OBJECTIVE	PRODUCT OBJECTIVE

TEACHING TECHNIQUES TO BE USED (RELATE TO 1, 2 AND/OR 3 ABOVE)
PROCESS OBJECTIVES

MATERIALS TO BE USED (RELATE TO TEACHING TECHNIQUES)

R RECOGNIZE
R RESPOND
R REINFORCE

PROJECT DAILY TASK SHEETS

An Explanation

In addition to the overall educational plan, daily prescriptions (scripts) are prepared for each student. The purpose of the scripts is to keep the overall programming on target. Scripts indicate daily tasks, Monday through Friday, of each week. Specific techniques and materials, including pages, are given. An example of the project developed Daily Task Sheet follows.

MONDAY

DATE

Tasks:

1.

2.

3.

TUESDAY

DATE

Tasks:

1.

2.

3.

WEDNESDAY

DATE

Tasks:

1.

2.

3.

THURSDAY

DATE

Tasks:

1.

2.

3.

FRIDAY

DATE

Tasks:

1.

2.

3.

SUMMARY

DATE

R
R
R

68

Recognize Respond Reinforce

TEACHING STRATEGIES

An Explanation

Within the philosophy of this project, teaching strategies are defined as broad, overall approaches, as opposed to indepth teaching techniques, utilized in developing personalized programs based upon student need and interest. Strategies should be reflected within the product objectives of the Educational Plan Overview.

Recommendations

It is recommended that a general approach, strategy, be adopted before the development of an indepth student program is undertaken. To assist in the adoption of appropriate approaches, the following pages contain a description, including characteristics as listed within the PSI, of each student variable with strategies suggested for use with each.

BEHAVIORAL VARIABLE: I - SOCIALIZATION

A Description - Including Characteristics

This appears to be basically a socialization or friendliness factor. Characteristics included within this factor are -

Difficulty Making Friends
Tends to Be a Loner
Shunned or Rejected by Others.

Strategies

It would be appropriate to provide this youngster with as many non-threatening social opportunities as possible. Place him with both students and adults with whom he can relate in a productive manner. Provide him with an opportunity to interact with his peers through group activities. Analyze with the student the reasons for having difficulty. Assist in the development of interests and the ability to communicate.

BEHAVIOR VARIABLE: II - ANXIETY

A Description - Including Characteristics

This seems to indicate distress or uneasiness of mind caused by apprehension of danger or misfortune. Characteristics included are -

Tense
Overly Sensitive
Fearful.

Strategies

Attempt to reduce tension and fearfulness by increasing ability to function productively. Provide opportunities to express feelings. Place into group situations that assist in alleviating tensions. Develop an empathetic climate. Assist in an understanding of self. Develop interests.

BEHAVIOR VARIABLE: III - AUTHORITY

A Description - Including Characteristics

The basic construct of this factor appears to be authority figure relation. Students who would be rated low in this factor would be those in conflict with authority figures and this conflict would probably be manifest through resentment, lack of cooperation, anger, and conflict. Conversely, students rated high on this factor would be individuals who tend to get along with authority figures. Items include -

Resents Demands Placed Upon Him
Conflict with Teachers
Uncooperative
Excessive Anger.

Strategies

Develop interests. Provide structure through classroom management. Afford opportunities for expression. Attempt to provide a firm - consistently so - but fair environment. Encourage control of anger. Attempt to explain the "why" without belaboring the point. Develop communication skills. Provide opportunities for looking at self, and at self in relation to "authorities". Place student into a position either real or simulated, as appropriate, of assuming authority.

BEHAVIOR VARIABLE: IV - ACTIVITY LEVEL

A Description - Including Characteristics

This factor appears to assess the student's activity level in class. Students who score low in this factor would be those who are active in class in nonproductive ways, basically the class "show-off". A low score would not necessarily indicate any conflict with authority or destructive behavior, just a student who is always acting up to attract attention to self. A high score in this factor would indicate that the student was well behaved in class, attended to what was going on, and was rarely a disruptive influence. A low score would not necessarily indicate a withdrawn student or a student who has problems with peer relations, just a student who is not disruptive. Items included within this factor are -

Distractible
Need for Supervision
Seeks Attention From Others.

Strategies

Increase attending behavior. Provide recognition for accomplishments. Develop independent work habits. Assist the student in analyzing his own behavior. Provide close, fair, firm, supervision of tasks. Give attention to productive behavior. Conversely avoid giving attention to nonproductive behavior. Place into appropriate group environments and activities.

BEHAVIOR VARIABLE: V - NEGATIVE ACTING OUT

A Description - Including Characteristics

Basic to this factor seems to be very negative acting out behavior. Students who are assigned low scores within this factor appear to be serious problems within the classroom (and other possible places) and are probably serious problem children. Of the factors identified among the behavior descriptors, this one probably reflects a more serious construct than others - at least, from a social point-of-view. Items included within this factor are -

Destructive
Obscene or Profane
Lies.

Strategies

Provide firm, fair structure. Consider recommendation for individual counseling. Develop abilities to communicate productively - both verbally and non-verbally. Encourage self-understanding and motivation. Place into appropriate group situations.

BEHAVIOR VARIABLE: VI - REACTION TO SCHOOL

A Description - Including Characteristics

Students who are rated high within this factor are probably those who enjoy school, are motivated to do school work, and are willing to complete school assignments and activities. Conversely, students who score low within this factor are those who are probably "turned off" within the school environment, and who really have a dislike for school and its activities. Continued school attendance by students scoring low within this factor would probably be based on variables other than enjoyment of school and school work. Items included within this factor are -

Dislike for School
Bored, Easily Frustrated
Apparent Lack of Motivation.

Strategies

Provide assignments that are credible to student, are appropriate, and significant. Attempt to catch the imagination of this student. Develop interests and self-awareness. Provide an opportunity for expression:

ATTITUDINAL VARIABLE: ATTITUDE TOWARD SCHOOL

A Description

This variable attempts to reflect the student's feelings toward school. Although a comparison has not been made at the time of this writing, there is probably a high degree of correlation between this attitudinal variable and the behavioral variable, reaction to school.

Strategies

Develop interests. Provide opportunities for personalized learning based upon needs and interests. Utilize motivation techniques. Develop communication skills. Provide opportunities for "looking at self". Cultivate the value of learning.

ATTITUDINAL VARIABLE: SELF-CONCEPT AS A LEARNER

A Description

This variable reflects the student's feelings about himself as a learner. As previously stated within the Student Placement chapter, this variable focuses on how the student sees himself within the academic situation, as opposed to one that is more global.

Strategies

Make a concerted effort to develop interests. Provide for individual learning activities. Develop the ability to communicate. Encourage self-expression. Provide opportunities for successful experiences. Build on the strengths of the student.

ACADEMIC VARIABLES: READING, SPELLING, AND ARITHMETIC

A Description

When a need is evidenced, three academic variables as indicated above are considered for student programming within the project. An evidenced need would be a score in any or all of the above of a minimum of one SD below the mean. (This is consistent with the interpretation of evidenced need within the behavioral and academic variables.) Intellectual capacity is taken into consideration in decision making for student treatment concerning the academic variables. Many project students do not evidence needs within the academic areas.

Strategies

Stress high interest, motivation student programming as opposed to a more traditional "remedial" one. Keep the programming consistent with and supportive of that being done in behavior and attitudes.

TEACHING TECHNIQUES

An Explanation

Within the philosophy of this project, teaching techniques are defined as the indepth skills, as opposed to general strategies or approaches, required to develop personalized programs for students. Teaching techniques are herein equated with tactics required to develop strategy.

Recommendations

It is recommended that in order to develop an appropriate Educational Plan Overview for each student, specific teaching techniques need to be selected to serve as vehicles to meet the desired student outcome objectives that have been written into the plan. The following pages contain a list of suggested teaching techniques. Recommendation is based upon pilot testing during the project developmental phase. Evaluation of student outcome appears to support the recommendations. (Appendix B-3, also additional supplementary reports available upon request.) Table 1, this chapter, relates teaching techniques to student variables.

TEACHING TECHNIQUES: A SUGGESTED LIST

This suggested list emphasizes a high interest, motivation approach to learning and teaching. Supplements to this manual provide explanations, step-by-step developmental procedures, and product examples of each technique. It should be further stated that this list is not considered to be a finished product, rather as "suggested" implies it is the intent of this list - to provide a base for educational operation - to open some avenues - to possibly broaden learning opportunities - to spark interests within both students and teachers - to assist in creating a scintillating climate for learning. Each teacher, and each group of teachers, and each group of students and teachers should knead, mold, add to, detract from, adapt, adopt, reject, these suggestions until they become right for them.

SUGGESTED LIST

1. Active Listening
2. Behavior Modification
3. Classroom Management
4. Communication Skills
5. Education Plan
6. Empathy
7. Group Activities
8. Group Counseling
9. Interaction Analysis
10. Interest Centers
11. Interest Units
12. Language Experience
13. Learning Centers
14. Motivation: Production (Student).
 - * Authoring and Bookbinding
 - Movies
 - Slide/Tape
 - Video Taping
 - Write-on Films
15. Parent Conference Skills
16. Peer Tutoring
17. Prescriptions
18. Pupil - Teacher Planning
19. Role Playing
20. Self-Analysis
21. Student Staffing
22. Team Teaching
23. Values Clarification
24. Volunteer Aide

*These are intended to provide only a few examples.

As previously stated Table 1 makes recommendations relating the eleven student variables being programmed within the project procedures to the twenty-four suggested teaching techniques previously listed. An analysis of the Table indicates that five techniques are checked within each variable category. These are:

1. Student Staffing
2. Teaching Strategies
3. Educational Plans
4. Prescriptions (Daily Tasks)
5. Parent Conference Skills.

Within the philosophy of the project, these have become considered to be the core techniques, basic to all effective student programming. In addition a sixth technique, Pupil-teacher Planning, is suggested with each variable. It is the recommendation of this writer that, if used effectively, this technique, especially at the secondary level for which this program is designed, would be beneficial in developing all educational programs.

TEACHING TECHNIQUES

TABLE 1
TECHNIQUES RELATED TO VARIABLES

TECHNIQUES	VARIABLES													
	BEHAVIOR	Socialization	Anxiety	Authority	Activity Level	Negative Acting Out	Reaction to School	ATTITUDINAL	Attitude Toward School	Self-Concept	ACADEMIC	Reading	Spelling	Arithmetic
Student Staffing	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Teaching Strategies	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Educational Plans	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Prescriptions (Daily Tasks)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Parent Conference Skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Learning Centers			X	X		X	X	X	X	X	X	X	X	X
Interest Units	X	X	X	X		X	X	X	X	X	X	X	X	X
Interest Centers			X			X	X	X	X	X	X	X	X	X
Classroom Management			X	X	X									
Behavior Modification			X	X	X	X								
Language Experience	X		X			X	X	X	X	X	X	X	X	
Motivation: Production	X	X		X	X	X	X	X		X	X	X	X	X
Grouping	X	X	X	X	X				X	X	X	X	X	X
Communication Skills	X	X	X	X	X	X	X	X	X	X	X	X	X	
Role Playing	X	X	X		X	X	X	X	X					
Peer Tutoring	X	X	X	X		X	X	X	X					
Empathy	X	X	X	X	X	X	X	X	X					
Active Listening	X	X	X	X	X	X	X	X	X					
Self-analysis (Student)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Interaction Analysis			X	X	X	X	X	X	X					
Group Counseling	X	X	X	X	X									
Volunteer Aides						X	X	X						
Pupil-teacher Planning	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Team Teaching										X	X	X		
Values Clarification	X	X	X											
Simulation Games	X		X			X	X	X						

TEACHING MATERIALS

An Introduction

The teaching materials recommended are those that have been pilot tested during the developmental period of the project. In keeping with project philosophy, and to maintain continuity with project strategies and techniques, these materials represent ones that are highly motivation, interest oriented. Each item listed has been evaluated by either a resource teacher, a mainstreaming teacher, the project director, or a combination of these, on a scale of one to five, with one being the low rating and five being the high rating. Each item contained within this list has been given a mean rating of three or higher, the criteria set for recommendation, by the above listed raters. Additional materials that either did not reach the criteria level of three, or that were not judged by the raters, are catalogued within the project materials files. An additional supplement to this manual will be an annotated bibliography of selected secondary materials.

Table 2 of this chapter relates sixty of the listed materials to student variables. Table 3 relates over one hundred recommended paperbacks to appropriate behavioral and attitudinal variables. Table 4 relates twelve project designed teacher-made materials to student variables - behavioral, attitudinal, and academic. An additional supplement explains these materials, with directions for production, and further suggestions for additional teacher-made examples.

TEACHING MATERIALS

An Explanation

The list of recommended materials is divided into two main categories - 1. Reference Materials and 2. Student Materials. The reference materials contains recommendations intended for teacher use. These are listed alphabetically by author's last names. The student materials recommended are those that are considered suitable for actual student utilization. The student materials are also sub-divided as follows:

1. Interest and Motivation
2. Art
3. English
4. Mathematics
5. Reading
6. Spelling
7. Values
8. Guidance
9. Vocational.

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521 Fifth Avenue
New York, New York 10017

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Research Press
2612 North Mattis Avenue
Champaign, Illinois 61820

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Parker Publishing Co.
West Nyack, New York 10994

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Center for Applied Research in Education
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Margaret W. Hudson

Frank E. Richards Publishing Company
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Margaret W. Hudson

Frank E. Richards Publishing Company
Phoenix, New York 13135

Learning About Measurement

Bohn and Wool

Frank E. Richards Publishing Company
Phoenix, New York 13135

Listening Your Way to Understanding the Metric System

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Distribution Center

Raleigh, North Carolina 27602

Math Made Easy

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 Carson, California 90746

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 Phoenix, New York 13135

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 Frank E. Richards Publishing Company
 Phoenix, New York 13135

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"Counting My Money"
 John D. Wool
 Frank E. Richards Publishing Company
 Phoenix, New York 13135

Using Money Series, Book II

"Making My Money Count"
 John D. Wool
 Frank E. Richards Publishing Company
 Phoenix, New York 13135

Using Money Series, Book III

"Buying Power"
 John D. Wool
 Frank E. Richards Publishing Company
 Phoenix, New York 13135

Using Money Series, Book IV

"Earning, Spending, and Saving"
 John D. Wool
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 Phoenix, New York 13135

READING:Action Kit

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 904 Sylvan Avenue
 Englewood Cliffs, New Jersey 07632

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5100 West 82 Street
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Scholastic Book Services
New York, New York 10017

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Dana Newmann
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New York, New York 10017

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Walter Pank
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Box 6743
Providence, Rhode Island 02940

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Lexington, Massachusetts 02173

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Benjamin Piltch
Frank E. Richards Publishing Company
Phoenix, New York 13135

Find the Right Word

Benjamin Piltch
Frank E. Richards Publishing Company
Phoenix, New York 13135

Finding Ourselves

Dr. Eileen L. Corcoran
Frank E. Richards Publishing Company
Phoenix, New York 13135

Good Times Box, Blue

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San Diego, California 92120

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William F. McCart
Educator Publishing Service, Inc.
Cambridge, Massachusetts 02138

My Language Arts Book

Helen Prevo
Frank E. Richards Publishing Company
Phoenix, New York 13135

Law of Life, The - Adapted from Jack London

Walter Pank and Raymond Harris
1976, Jamestown Publishers
Box 6743
Providence, Rhode Island 02940
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Phoenix, New York 13135

Making A Difference

Urban Reading Program
Heath and Company
125 Spring Street
Lexington, Massachusetts 02173

More Plays for Laughs

Joel Matus
1972, Xerox Education Corporation
245 Long Hill Road
Middletown, Connecticut 06457

Our Reader

Jack Tancer

Frank E. Richards Publishing Company
Phoenix, New York 13135

Plays for Laughs

Joel Matus

1971, Xerox Education Publications
245 Long Hill Road
Middletown, Connecticut 06457

Plays You Can Talk About

Joel Matus

1974, Xerox Corporation
245 Long Hill Road
Middletown, Connecticut 06457

Puzzles and Patterns

Matt J. Glavach

Steck-Vaugh Company
Austin, Texas 78711

Read and Do with Professor Riddle

Jim Maraccini

1972, Frank E. Richards Publishing Company
Phoenix, New York 13135

Reading Comprehension, Book 5

Jane Ervin

Educator's Publishing Service, Inc.
Cambridge, Massachusetts 02138

Reading Comprehension, Book 6

Jane Ervin

Educator's Publishing Service, Inc.
Cambridge, Massachusetts 02138

Reading Comprehension, Book 7

Jane Ervin

Educator's Publishing Service, Inc.
Cambridge, Massachusetts 02138

Reading Comprehension, Book 8

Jane Ervin

Educator's Publishing Service, Inc.
Cambridge, Massachusetts 02138

Reading Fundamentals for Teenagers

Rose Goldman Neufeld

The John Day Company
New York, New York 10017

Red Midnight and Other Stories
Listening-Reading Program
D. C. Heath and Company
125 Spring Street
Lexington, Massachusetts 02173

Spider-Man, The - Reading Motivation Kit
1975, Marvel Comics
McGraw-Hill Corporation
St. Louis, Missouri 63166

Super - Think (See Values)
A Cognitive Skills Program
1975, Troll Associates

Teaching Guide for Reluctant Readers
(Paperbacks)
Scholastic Book Services
New York, New York 10017

Topics for the Restless
Edward Spargo
1974, Jamestown Publishers, Inc.
Box 6743
Providence, Rhode Island 02940

Understanding the Main Idea - - - When Reading
Glenn R. Williston
1974, Jamestown Publishers, Inc.
Box 6743
Providence, Rhode Island 02940

Washington High Confidential, 3 plays
Carole Shoemaker
1975, Xerox Corporation
245 Long Hill Road
Middletown, Connecticut 06457

You Read - But How Well?
William D. Sheldon
1959, Syracuse University Press
Syracuse University
Syracuse, New York 13205

Young American Basic Reading Program, The
Levels 11-15
Lyons and Carnahan
Chicago, Illinois 60600

SCIENCE:

Exploring Our Environment: Science Tasks

Frank M. Hewett
Love Publishing Company
Denver, Colorado 80222

SPELLING:

Gateways to Correct Spelling

Fred C. Ayer
Steck-Vaughn Company
Austin, Texas 78711

Power Over Words, Book Two

Hetty P. Archer
Educators Publishing Service
Cambridge, Massachusetts 02138

Scope/Word Skills

Scholastic Book Services
New York, New York 10017

Systematic Spelling

1969, M. R. Williams
Educators Publishing Service
Cambridge, Massachusetts 02138

TroubleShooter Series, Books 1, 2, 3, 4

Houghton-Mifflin Company
Boston, Massachusetts 02210

Vocabulary Builder, Book 3

Austin M. Works
Educators Publishing Service
Cambridge, Massachusetts 02138

Vocabulary Builder, Book 4

Austin M. Works
Educators Publishing Service
Cambridge, Massachusetts 02138

Vocabulary Builder, Book 5

Austin M. Works
Educators Publishing Service
Cambridge, Massachusetts 02138

Vocabulary Builder, Book 7
 Austin M. Works
 Educators Publishing Service
 Cambridge, Massachusetts 02138

Word Power
 Scholastic Scope Magazine
 Ted Williams
 Scholastic Book Service
 New York, New York 10017

Word List
 M. R. Wollisans
 Educators Publishing Service
 Cambridge, Massachusetts 02138

Wordly Wise, Book 5
 Kenneth Hodkinson
 Educators Publishing Service
 Cambridge, Massachusetts 02138

Wordly Wise, Book 6
 Kenneth Hodkinson
 Educators Publishing Service
 Cambridge, Massachusetts 02138

Wordly Wise, Book 7
 Kenneth Hodkinson
 Educators Publishing Service
 Cambridge, Massachusetts 02138

VALUES:

Balanced Life in a Cruel, Cruel World, The
 1971, Progressive Playthings, Inc.
 San Diego, California 92120

Can of Squirms, High School
 1971, Arthur Meriwether, Inc.
 Pennant Education Materials
 Box 457
 Downers Grove, Illinois 60515

Can of Squirms, Junior High
 1971, Arthur Meriwether, Inc.
 Pennant Education Materials
 Box 457
 Downers Grove, Illinois 60515

Contact Kit (See Reading)
1970, Scholastic Book Service
New York, New York 10017

Discovering Yourself
Marjorie C. Cosgrove and Irma Unruh
1957, Science Research Associates, Inc.
Chicago, Illinois 60600

Feeling, Game
Argus Communications
7440 Natchez Avenue
Niles, Illinois 60648

Foundations of Citizenship
Bernard Shawn
1971, Frank E. Richards Publishing Company
Phoenix, New York 13135

Getting Along Series of Skills
Thomas J. Mooney
Frank E. Richards Publishing Company
Phoenix, New York 13135

Good Times Box, Red
1974, Pennant Educational Materials
San Diego, California 92120

How to Be a Better Student
J. Wayne Wrightstone
1972, Science Research Associates, Inc.
Chicago, Illinois 60600

Interpersonal Communications
Jeffrey Schrank
Argus Communications
Niles, Illinois 60648

Making Sense of Our Lives, Books 1-3
Merrill Harmen
1973, Argus Communications
Niles, Illinois 60648
Accompanying posters

Manners
TE and Book I
Helen Prevo
Frank E. Richards Publishing Company
Phoenix, New York 13135

Match Wits!

Bert K. Simpson, Ph.D.
1973, Pennant Educational Materials
San Diego, California 92120

My Cup Runneth Over

Bert K. Simpson, Ph.D.
1971, Pennant Education Materials
San Diego, California 92120

Rights and Duties of Citizens, Books 1, 2, 3

Dr. Eileen L. Corcoran
1970, Frank E. Richards Publishing Company
Phoenix, New York 13135

Super-Think (See Reading)

1975, Troll Associates
320 Rt. 17
Mahwah, New Jersey 07430

Timao

1973, Pennant Educational Materials
Progressive Playthings, Inc.
San Diego, California 92120

Ungame, The

1975, The Ungame Company
Box 964
Garden Grove, California 92642

Value Bingo

Bert K. Simpson, Ph.D.
1973, Pennant Educational Materials
San Diego, California 92120

YOU, TE and Workbook

Clare Trenkle
1966, Frank E. Richards Publishing Company
Phoenix, New York 13135

GUIDANCE:

Behavior in the Classroom

Medical Services Division
Department of Public Institutions
Lincoln, Nebraska 68508

Creating Climates for Learning

Participant's Guide

Betty Barton

Curriculum Section

Division of Instructional Services

Nebraska State Department of Education

Lincoln, Nebraska 68508

Creating Climates for Learning

Planner's Guide

Betty Barton

Curriculum Section

Division of Instructional Services

Nebraska State Department of Education

Lincoln, Nebraska 68508

SRA Library, Junior

"About Brothers and Sisters"

"About Tests"

"About You"

"All About You"

"Discovering Yourself"

"Exploring the World of Jobs"

"Getting Along with Parents"

"High School Ahead"

"How to Be a Better Student"

"How to Get Along with Others"

"How to Talk Better"

"Make Your Study Hours Count"

"The Job in Your Future"

"What You Should Know About Smoking and Drinking"

"You Can Read Better"

"You're Maturing Now"

"Your Abilities"

"Your Problems: How to Handle Them"

Science Research Associates

Chicago, Illinois 60600

TA for Kids

Alvyn M. Freed, Ph.D.

1971, Jolmar Press, Inc.

Success Motivation Institute, Inc.

VOCATIONAL:

Application Forms

Benjamin Piltch
Frank E. Richards Publishing Company
Phoenix, New York 13135

Building Trades, Series

Nebraska State Department of Education
Lincoln, Nebraska 68509

Developing Vocational Instruction

Robert F. Mager
Fearon Publishers
Belmont, California 94002

Family Life, Book I, TE, Workbook

Helen Prevo
1969, Frank E. Richards Publishing Company
Phoenix, New York 13135

Getting and Holding a Job

Bernard Schneider
Frank E. Richards Publishing Company
Phoenix, New York 13135

Happy Housekeepers, The

Helen Prevo
1964, Frank E. Richards Publishing Company
Phoenix, New York 13135

I Want a Job

Margaret W. Hudson
Frank E. Richards Publishing Company
Phoenix, New York 13135

Jobs From A to Z

Yvette Dogin
Frank E. Richards Publishing Company
Phoenix, New York 13135

Learning Resources for Students with Special Vocational Needs

(See Reference)
Center for Vocational and Technical Education
Kearney State College
Kearney, Nebraska 68847

Mack Works in a Clothing Factory

Benjamin Piltch

Frank E. Richards Publishing Company
Phoenix, New York 13135

Making Sense of Our Lives, Book II

Merrill Harmin

Argus Communications
Niles, Illinois 60648

Making Sense of Our Lives, Book III

Merrill Harmin

Argus Communications
Niles, Illinois 60648

On The Job

1965, Margaret W. Hudson

Frank E. Richards Publishing Company
Phoenix, New York 13135

Service Occupations

Sara Throop

Frank E. Richards Publishing Company
Phoenix, New York 13135

Shop Made Easy

Frank Cattanea

1971, Frank E. Richards Publishing Company
Phoenix, New York 13135

Teen-Agers At Work

Yvette Dogin

1968, Frank E. Richards Publishing Company
Phoenix, New York 13135

Work For Everyone

Helen Prevo

1971, Frank E. Richards Publishing Company
Phoenix, New York 13135

Working With Wood

Herbert S. Harowitz

1970, Frank E. Richards Publishing Company
Phoenix, New York 13135

TEACHING MATERIALS, CONTINUED

Table 2 of this chapter relates sixty projected recommended commercial materials to appropriate student variables - behavioral, attitudinal, and academic. These materials are listed by titles.

The information provided in Table 3 of this chapter relates over one hundred paperbacks for appropriate student programming to behavioral and academic variables. The variables are coded as follows:

Behavioral

- I Socialization
- II Anxiety
- III Authority
- IV Activity Level
- V Negative Acting Out
- VI Reaction to School

Attitudinal

- SCAL Self Concept As A Learner
- ATTS Attitude Toward School.

The paperback materials are listed by title. In addition to the information provided in Table 2, a card is placed into each paperback item indicating recommendations for student programming.

Table 4 of this chapter relates twelve examples of teacher-made materials to appropriate student variables - behavioral, attitudinal, and academic. The materials recommended are intended to serve as models and have been designed and pilot tested by resource teachers and mainstreaming teachers.

The purpose of Table 5 of this chapter is to suggest appropriate materials to techniques being utilized in student programming. Materials are listed by titles.

The information provided in Table 6 suggests appropriate utilization of teacher-made materials in relationship to project recommended teaching techniques.

TABLE II

116

TABLE 3
RECOMMENDED PAPERBACKS RELATED TO
BEHAVIORAL AND ATTITUDINAL VARIABLES

Recommended Paperbacks	Behavioral						Attitudinal	
	I	II	III	IV	V	VI	SCAL	ATTS
Durango Street - Frank Bonham	X	X	X	X	X	X	X	X
Revolt on Alpha C - Robert Silverberg	X						X	
My Brother Stevie - Eleanor Clymer	X						X	
Mary Poppins - P. L. Travers	X						X	
Snowbound in Hidden Valley - Holly Wilson	X							
Just Plain Maggie - Lorraine Beim	X							
Boys' Life Book of Football Stories	X	X	X	X	X	X	X	X
American Girl Book of Horse Stories	X	X	X	X	X	X	X	X
Robinson Crusoe - Daniel Defoe	X		X				X	
Deathman, Do Not Follow Me - Jay Bennett	X		X				X	
Loner, The - Ester Wier	X	X						
Adventures of Tom Sawyer, The - Mark Twain	X	X	X	X	X	X	X	X
Jean and Johnny - Beverly Cleary	X							
Parent Trap, The - Vic Crume	X							
Going on Sixteen - Betty Cavanna	X							
Almost April - Zoa Sherburne	X						X	
Forever and Ever - Janet Lambert	X						X	
Member of the Gang - Barbara Rinkoff	X	X					X	
Fifteen - Beverly Cleary	X							

	I	II	III	IV	V	VI	SCAL	ATTS
Monkeys, Go Home! - Mel Cebulash	X							
Happiness Is a Warm Puppy - Charles M. Schultz	X	X	X	X	X	X	X	X
Candy Stripers - Lee Wyndham	X	X	X				X	
Fastest Funny Car, The - Partick J. Williams	X						X	
Best Short Stories	X	X	X	X	X	X	X	X
Horsemasters, The - Don Stansford	X	X	X				X	
23rd Street Crusaders - John F. Carson	X	X						X
Shaggy Dog, The - Elizabeth Griffen	X							
Roosevelt Grady - Louisa R. Shotwell	X	X						
Blueberry Summer - Elizabeth Ogilvie	X	X					X	
Outlaw Red - Jim Kjelgaard	X						X	
Dog in My Life, The - Kurt Unkelbach	X		X				X	
Stars in My Crown - Joe David Brown	X						X	
Jackson 5, The - Ellen Motoviloff	X	X				X		
Love Bug, The - Mel Cebulash	X						X	
Wrinkle in Time, A - Madeline L'Engle	X	X						
Anti-Gravity Paint - Jay Williams		X				X		
Go, Team, Go - John R. Tunis		X	X				X	X
How to Star in Football - Herman L. Masin		X	X			X		
Children of The Ark - Robert Gray				X	X	X		X
Great Pyramid Mystery - De Wolfe Morgan				X	X	X		X
All American Crosswords - Murray Rockowitz				X	X	X		X

	I	II	III	IV	V	VI	SCAL	ATTS
More Two-Minute Mysteries - Donald J. Sobal				X	X	X		X
Boiling Water in a Paper Cup - Jerome S. Meyer				X	X	X		X
X-Word Fun - Murray Rockowitz				X	X	X		X
Fakes, Frauds, & Phonies - James Cornell				X	X	X		X
Tab Crossword Puzzles - Jane Fliegel				X	X	X		X
Campus Crossword Puzzles				X	X	X		X
Junior Championship Word Find Anthology - John Art				X	X	X		X
Arithmetricks - Jerome S. Meyer				X	X	X		X
Forgotten Door, The - Alexander Key				X	X	X		X
Favorite Wild Animals of North America - Rita and William Vandivert				X	X	X		X
Chicken-Fried Fudge - Tom Eaton				X	X	X		X
Album of Horses - Marguerite Henry				X	X	X		X
All Color Book of Cats - Elizabeth Towe				X	X	X		X
All Color Book of Dogs - Wendy Boorer				X	X	X		X
Can You Solve It? - Gerard Mosler				X	X	X		X
101 Elephant Jokes - Robert Blake				X	X	X		X
Suicide Club and Other Stories, The - Robert Louis Stevenson				X	X	X		X
Mystery At Thunderbolt House - Howard Pease				X	X	X		X
It's Fun to Make Things from Scrap Materials - Evelyn Glantz Hershoff				X	X	X		X

	I	II	III	IV	V	VI	SCAL	ATTS
"George" and Other Parables - Patricia Ryan				X	X	X		X
Danny Dunn and the Homework Machine - Jay Williams				X	X	X		X
Detectograms and Other Puzzles				X	X	X		X
Alvin's Secret Code - Clifford B. Hicks				X	X	X		X
Project: Genius - William D. Hayes				X	X	X		X
Whittling and Woodcarving - E. J. Tangerman				X	X	X		X
Stained Glass Craft - J. A. F. Divine				X	X	X		X
Book of Arts and Crafts, The - Marguerite Ickis				X	X	X		X
Carving Animal Caricatures - Elma Waltner				X	X	X		X
Strange, Sudden, & Unexpected! - James C. Cornell, Jr.				X	X	X		X
Baseball Laughs - Herman L. Masin				X	X	X		X
It's Still a Mystery - Lee Gebhart				X	X	X		X
101 Things to Make for Fun or Money - Miriam Morrison Peake				X	X	X		X
Pop/Rock Crossword Puzzles - Dean Spotts				X	X	X		X
Auto Album - Tad Burness				X	X	X		X
Provocative Puzzler, The - Jerome S. Meyer				X	X	X		X
Mystery of the Empty Room - Augusta Huiell Seaman				X	X	X		X
52 Miles to Terror - Ruth Christopher Carlsen				X	X	X		X

	I	II	III	IV	V	VI	SCAL	ATTS
Chitty Chitty Bang Bang - Ian Fleming				X	X	X		X
Hey, What's Wrong With This One? - Maria Woycierhowska				X	X	X		X
100 Years of Football - Jerry Brondfield				X	X	X		X
Two-Minute Mysteries - Donald J. Sobal				X	X	X		X
Strangely Enough - C. B. Colby				X	X	X		X
Tons of Trivia - Cally Comenos				X	X	X		X
Midnight - Rutherford Montgomery							X	
Silence Over Dunkerque - John R. Tunis							X	
Kid Comes Back, The - John R. Tunis							X	
Up Periscope - Robb White							X	
Harlem Globetrotters - George Vecsey	X						X	
Gentle Ben - Walt Morey						X	X	X
Call It Courage - Armstrong Sperry							X	
My Side of the Mountain - Jean George							X	
Flight Deck - Robb White							X	
Great Houdini, The - Beryle Williams							X	
Men Who Went West - Frank Folsam							X	
Man Who Never Was - Ewen Montagu							X	
Heroes & Monsters of Greek Myth - Bernard Evslin							X	
Of Men and War - John Hersey							X	
Wild Orphan, The - Robert Froman							X	

	I	II	III	IV	V	VI	SCAL	ATTS
Winners & Losers - Sydney J. Harris							X	
Five O'Clock Charlie - Marguerite Henry							X	
Hercules and Other Tales from Greek Myths - Olivia E. Coolidge							X	

TEACHING MATERIALS, CONTINUED

TABLE 4
TEACHER-MADE MATERIALS RELATED TO VARIABLES

R RECOGNIZE R RESPOND R REINFORCE	Book Binding Sheets	Calculator Games	Color-of-Now	Dice-Math Kit	Money Kit	Plan-a-Trip Kit	Sentence Extenders	Song-Lyric Kit	Story Strips Kit	Tumble Words	Write-Your-Own Books	Your America
BEHAVIOR												
Socialization		X		X		X	X	X	X	X	X	X
Anxiety							X		X	X	X	
Authority											X	
Activity Level									X	X	X	
Negative Acting Out											X	
Reaction to School						X		X	X		X	
ATTITUDINAL												
Self Concept As A Learner		X		X			X	X	X	X	X	
Attitude Toward School						X		X	X		X	
ACADEMIC												
Reading	X		X		X		X	X	X	X	X	X
Spelling	X		X				X	X	X	X	X	
Arithmetic		X		X	X							

TABLE V

RECOGNIZE
RESPOND
REINFORCE

TEACHING MATERIALS

TABLE 6
TEACHER-MADE MATERIALS RELATED TO TECHNIQUES

R RECOGNIZE R RESPOND R REINFORCE	Book Binding Sheets	Calculator Games	Color-of-Now	Dice-Math	Money Kit	Plan-a-Trip Kit	Sentence Extenders	Song-Lyric Kit	Story Strips Kit	Tumble Words	Write-Your-Own Books	Your America
Active Listening												
Behavior Modification											X	
Classroom Management											X	
Communication Skills	X	X	X			X	X	X	X	X	X	X
Educational Plan	X	X	X	X	X	X	X	X	X	X	X	X
Empathy	X								X		X	
Group Activities						X	X				X	
Group Counseling											X	
Interaction Analysis											X	
Interest Centers	X	X	X		X	X		X	X	X	X	X
Interest Units	X	X			X	X		X	X		X	X
Language Experience	X		X			X	X	X	X	X	X	X
Learning Centers	X	X	X	X	X	X	X	X	X	X	X	X
Motivation: Production (Student)	X					X		X	X		X	
Parent Conference Skills	X	X	X	X	X	X	X	X	X	X	X	X
Peer Tutoring												
Prescriptions	X	X	X	X	X	X	X	X	X	X	X	X
Pupil-Teacher Planning	X	X	X	X	X	X	X	X	X	X	X	X
Role Playing								X			X	
Self-Analysis	X							X	X		X	
Student Staffing	X	X	X	X	X	X	X	X	X	X	X	X
Team Teaching								X				
Values Clarification											X	
Volunteer Aides												

SUPPLEMENTARY SERVICES
ON-GOING OBSERVATION - ASSESSMENT TECHNIQUES
MONITORING MODEL
PARENT INVOLVEMENT PROCEDURES

SUPPLEMENTARY SERVICES

The Supplementary Services considered within this chapter include the following:

1. On-going Observation-Assessment Techniques
2. Monitoring Model
3. Parent Involvement Procedures.

ON-GOING OBSERVATION-ASSESSMENT TECHNIQUES

The On-going Observation-Assessment Techniques are developed to meet the following criteria:

1. A system that is concise and direct enough to be judged workable by both resource and mainstreaming (regular classroom) teachers.
2. One that is highly personalized and based upon student variables - behavioral, attitudinal, and academic.
3. One that utilizes the talents and competencies of all staff.
4. One that extends the Daily Task Sheets into an Observation-Assessment instrument.
5. One that makes provision for pupil input through Pupil - Teacher Planning techniques.
6. One that makes provision for parent involvement.
7. One that is part of an over-all monitoring system.

UTILIZATION OF STUDENT TASK SHEETS IN OBSERVATION-ASSESSMENT: AN OVERVIEW

The Student Task Sheets are considered fundamental to On-going Observation-Assessment Techniques. In addition to providing a vehicle for structuring student programming, the Task Sheets allow for a continual pulse of progress or lack of progress - making provision for input and analysis from students, parents, and all staff members. The Task Sheets serve to:

1. Keep students on-target.
2. Keep staff (resource teachers, mainstreaming teachers, and others) on-target.
3. Keep parents apprised and actively involved.
4. Provide for the development of teaching techniques including:
 - a. Self-Analysis (both Student and Staff)
 - b. Pupil-Teacher Planning.

WEEKLY OBSERVATION-ASSESSMENT INVENTORY

A Weekly Observation-Assessment Inventory is available to support the use of the Student Task Sheets in continuous Observation-Assessment programming. It is intended that the use of this inventory be optional; however, valuable data can be gained through its use when the need is indicated for this additional information. The inventory is an open-ended one that serves as a guide for personalized student observation. The format of the inventory makes provision for the inclusion of the factor being observed, the characteristics - as listed on the PSI - being assessed, and an additional breakdown of the behaviors as seen by the involved staff. Recordings indicated are:

- I - Improvement Shown
- NC - No Change
- R - Regression Noted.

Provision is made on each inventory to record additional observed related behavior. A copy of the Weekly Assessment Inventory is included on page 104, and an exemplary model assessing Factor: Socialization follows on page 105.

Examples of additional inventories designed to assess specific areas being programmed are included in appropriate manual supplements; i.e. Supplement: Interest Units, Inventory: Assessment of Motivation and Progress.

R RECOGNIZE
 R RESPOND
 R REINFORCE

WEEKLY OBSERVATION-ASSESSMENT INVENTORY

Factor _____

A. _____

1.

2.

3.

I NC R

B. _____

1.

2.

3.

I NC R

C. _____

1.

2.

3.

I NC R

 Observed Behavior Related to the Above
KEY

Factor * I - Improvement Shown
 NC - No Change
 R - Regression Noted

R RECOGNIZE
 R RESPOND
 R REINFORCE

WEEKLY OBSERVATION-ASSESSMENT INVENTORY

Factor SocializationA. Difficulty in Making Friends

1. Responds appropriately to interaction initiated by others
2. Recognizes alternatives possible in specific social situations
3. Maintains eye contact

I	NC	R
X		
X		
	X	

B. Tends to Be a Loner

1. Initiates interaction
2. Is in company of one or more peers during free time
- 3.

I	NC	R
	X	
X		

C. _____

- 1.
- 2.
- 3.

I	NC	R

Observed Behavior Related to the Above

B-1 Volunteered to work problem on board during math class on Tuesday.

B-2 Visited with two classmates during lunch on Friday.

KEY

Factor I - Improvement Shown
 NC - No Change
 R - Regression Noted

MONITORING MODEL

The monitoring model agrees in content and scheduling with Overall Educational Plans that are written on a quarterly basis.

The monitoring system is developed to meet the following criteria:

1. Total monitoring time per student of one hour or less.
2. Monitoring model that provides for quantitative results.
3. Monitoring model that can be used with personnel having limited experience and training in the area of behavioral disorders.
4. A monitoring system to capitalize on the available skills of involved personnel.
5. A monitoring model that allows for input from students, parents, and school staff.

The monitoring model developed to meet this criteria is presented in Figure 3.

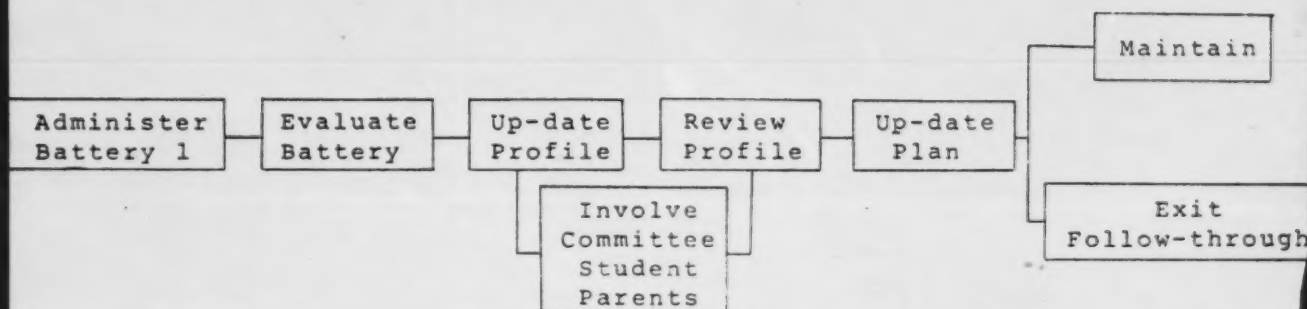


FIGURE 3

MONITORING SYSTEM FOR MILD TO MODERATE BEHAVIORAL DISORDERS IN SECONDARY STUDENTS

Examples of the instruments included within the screening system are found on pages 11-26, this manual.

¹Battery consists of Project Screening Instrument (PSI) Monitoring Form, Attitude Toward School, Self Concept as a Learner, Wide Range Achievement Test, others - as recommended.

PARENT INVOLVEMENT PROCEDURES

The parent involvement procedures are developed to meet the following criteria:

1. One that is concise and direct enough to be judged as workable by all involved staff.
2. One that makes it necessary to have parent involvement during the initial stages of referral.
3. One that allows for input from parent.
4. One that makes provision for specific recommendations based upon behaviors, attitudes, and academic achievement, and utilizing project developed strategies for each of these.
5. One that provides a system for keeping parents involved throughout the student programming.
6. One that develops exit plans and procedures at the time of entry and to obtain parent approval of these at that time.

The parent programming procedures developed to meet this criteria are presented in Figure 4.

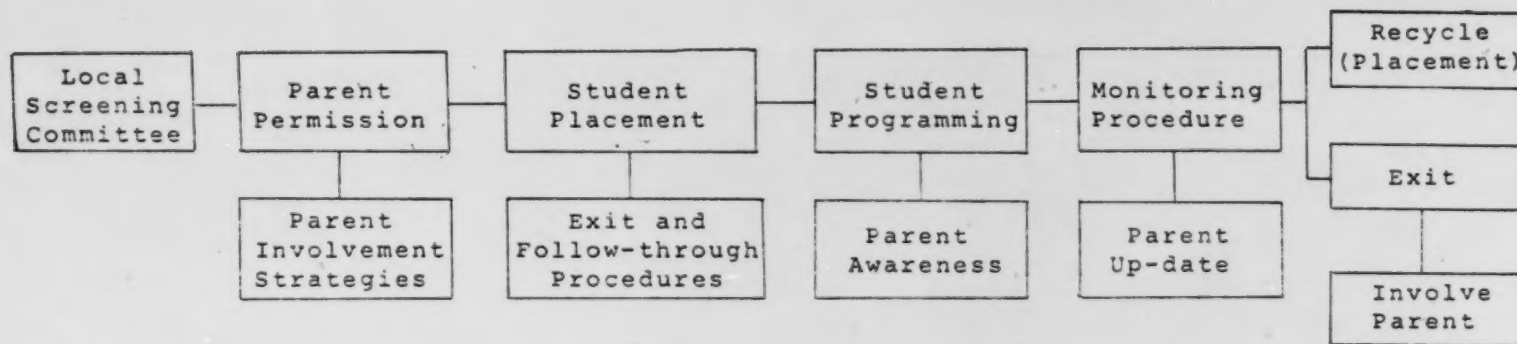


FIGURE 4
PARENT INVOLVEMENT PROCEDURES
FOR MILD TO MODERATE BEHAVIORAL DISORDERS
IN SECONDARY STUDENTS

It is recommended that the teaching strategies, pages 42-54 of this manual, be utilized in developing recommendations for parents.

EXIT PROCEDURES
FOLLOW-THROUGH PROCEDURES

EXIT AND FOLLOW-THROUGH PROCEDURES

This chapter is addressed to two elements essential to complete student programming and to staff development. These are:

1. Exit Procedures
2. Follow-through Procedures.

CRITERIA FOR EXIT AND FOLLOW-THROUGH PROCEDURES

Exit and Follow-through Procedures are developed to meet the following criteria:

1. A system that involves the establishment of specific goals for students and provides for measurement of these goals. These are established at the time of student placement. (Figure 2, Page 36)
2. One that is highly personalized and based upon student variables - behavioral, attitudinal, and academic.
3. One that utilizes a systematic step-by-step procedure. (Figure 5, Page 113)
4. One that utilizes the talents and competencies of all staff.
5. One that makes provision for parent involvement.

EXIT AND FOLLOW-THROUGH PROCEDURES: SCHEMATIC AND NARRATIVE

Exit and Follow-through Procedures are developed on a step-by-step basis for each student. These cover a period of two or more months and during this time the degree of direct intervention involvement in the educational program of the student becomes progressively less. While the direct involvement becomes less, the indirect involvement is either maintained or may actually increase. Specific Exit and Follow-through Procedures are given schematically in Figure 5, page 113. A narrative of the procedure follows Figure 5.

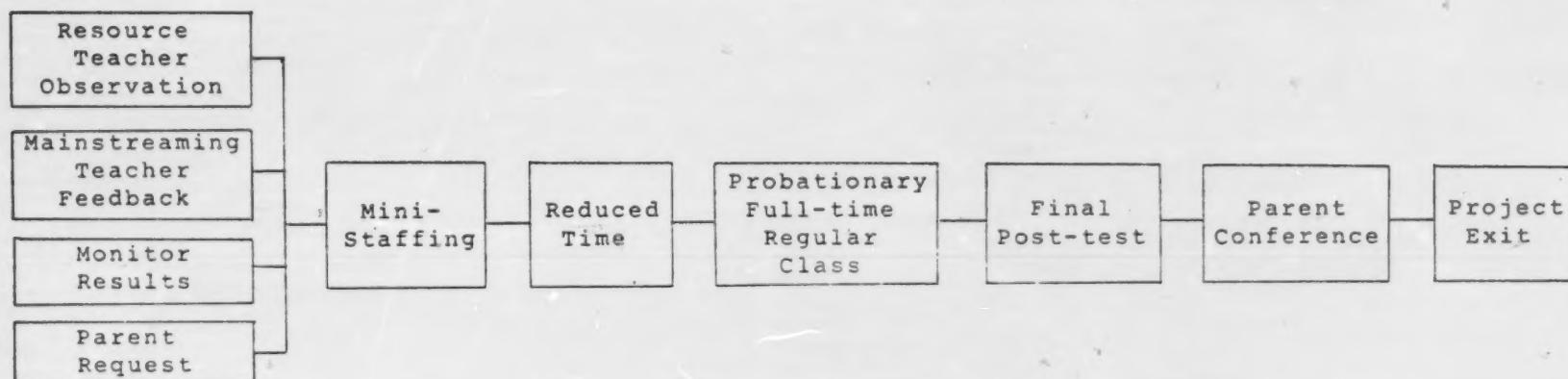


FIGURE 5
EXIT AND FOLLOW-THROUGH PROCEDURES
FOR MILD TO MODERATE BEHAVIOR DISORDERS
IN SECONDARY STUDENTS

As reflected in Figure 5, the initial step leading to exit and follow-through procedures can commence from any one of four points. The procedure can be initiated by the resource teacher, a mainstreaming teacher who has the student, by administrative procedures based upon quarterly monitoring results, or through parent request. The precise form of the initiation may be quite informal and need not be based on a system of forms; however, basic records that identify the initiation should be maintained.

Once the initial request is made to consider exit, a mini-staffing is conducted. The mini-staffing involves the resource teacher, the local administrator, the psychologist, and appropriate mainstreaming teachers. While all the preceding should be involved, it is not necessary that all attend a specific meeting. An acceptable procedure for this step is to handle the mini-staffing as a series of informal discussions. The resource teacher is the critical element in this informal procedure. It becomes the responsibility of commencing exit procedures with each of the listed individuals.

If the consensus of the mini-staffing group concurs with the recommendation to initiate exit and follow-through procedures, the resource teacher and appropriate mainstreaming teachers concurrently develop a plan based upon initial exit criteria established at the time of student placement. This plan provides for the reduction of student time in the resource room and allows for increasing time in the regular classroom. The plan developed is submitted for appropriate administrative approval and is reflected within the student's prescriptions, task sheets. During the period of reduced time, the resource teacher meets on a weekly basis with all involved mainstreaming staff to review the student's progress and to recommend both techniques for working with the student and materials to be used in conjunction with these techniques.

When and if the student's progress becomes satisfactory within the transition period, the resource teacher, appropriate mainstreaming staff, and the psychologist cooperatively develop a plan for full-time student placement into regular classes. The initial full-time regular class placement is a probationary time for the student. During the probationary period, the resource teacher maintains weekly liaison with the mainstreaming staff to determine

how well the student is doing and to offer suggestions on how to work effectively with the student. These suggestions include appropriate teaching techniques and materials.

The plan for the student during the probationary period should have appropriate administrative approval prior to implementation. No daily or weekly prescriptions, task sheets, need to be prepared during the probationary period; however, notes on the weekly review sessions should be maintained.

When the resource teacher, appropriate mainstreaming staff, and the psychologist concur that the student's behavior is satisfactory, the final post-test is administered. The post-test replicates the pre-test screening battery; specifically, the Project Teacher Referral, Attitude Toward School Scale, Self-Concept as a Learner Scale, and the Wide Range Achievement Test. Post-test results are entered on the Student Profile, and records are maintained.

After the post-test is administered, a parent conference is conducted. This conference reviews the student's pre-test--post-test results and other appropriate data and recommendations.

If a student's behavior regresses during the reduced time period or during the probationary period, he is reassigned to the resource teacher for direct intervention. This reassignment is a joint decision made by an appropriate administrator, the resource teacher, the psychologist, and involved mainstreaming staff. If the behavior regression occurs following the probationary period, it is recommended that the student be processed through all original screening and diagnostic procedures.

GLOSSARY
DEFINITION OF TERMS

APPENDIX

GLOSSARY

DEFINITION OF TERMS AS USED WITHIN THE PROJECT

Academic Variables -- the cognitive areas, reading, spelling, and math, considered within the project.

Assessment or Educational Assessment -- that process of continuous on-going monitoring by observation and/or evaluation by mainstreaming and resource teachers.

Attitudinal Variables -- self-concept and attitude toward school.

Behavioral Variables -- the six characteristics identified by the project developed teacher referral:

1. Socialization
2. Anxiety
3. Authority Relation
4. Activity Level
5. Negative Acting Out
6. Reaction to School.

Behaviorally Disordered -- the student who by his behavior, attitude, or personal adjustment, is not functioning in an effective or productive manner in the school setting. However this is manifested, it is apparent that the student is selecting inappropriate methods of coping with his problems, either in realizing the self-actualization process for himself or for others.

Component -- a section of the overall program model.

Diagnosis -- the in-depth psychological evaluation used for student placement.

Educational Plan -- the long-range student program (three months) recommending appropriate teaching techniques based upon student variables: behavioral, attitudinal, and academic.

Evaluation -- over-all assessment with conclusions and recommendations.

In-service -- that part of staff development that deals with development of skills.

Itinerant Resource Teacher -- one who is assigned more than one school or district and who traditionally works in a support capacity developing student profiles, educational plans, and scripts with mainstreaming teachers rather than working directly with students.

Mainstreaming -- see Appendix A: A Descriptive Definition.

Mainstreaming Teacher -- the regular classroom teacher who has assigned all or part of the educational responsibility of youngsters with special needs.

Mild to Moderate -- applies to the student who should be able to function successfully within the regular classroom setting with educational planning to meet personal needs and to develop interests.

Model -- an example.

Monitoring -- the process of assessing the maintenance of schedule and objectives.

Project Resources -- those items that have been developed, adapted, or adopted, and are available for dissemination.

Resource Room-Resource Teacher -- one who has students assigned directly for a brief period, either of each day or systematically.

Screening -- initial identification of project student.

Script or Prescription -- the day-by-day (resource room teacher) or weekly (itinerant teacher) monitoring device within the educational plan.

Staff Development -- the process of personnel management including personalized assessment of needs and interests, in-service, monitoring, and evaluation.

Strategies -- broad, descriptive approaches.

Student Educational Profile -- the charting of needs and growth based upon variables.

Student Variables -- characteristics: behavioral, attitudinal, and academic.

Teaching Techniques -- in-depth approaches used to implement educational plans.

A

KEY ELEMENTS OF MAINSTREAMING
A DESCRIPTIVE DEFINITION

A

KEY ELEMENTS OF MAINSTREAMING
A DESCRIPTIVE DEFINITION

These descriptive elements are based upon those recommended by state directors of special education within the United States and adapted here to more specifically apply to this project. The elements are numbered for reference, not as an attempt to rank. Further, the list is intended to serve as a guide, not to be considered as final either in content or utilization.

DESCRIPTIVE ELEMENTS:

1. Mainstreaming refers to assigning youngsters with special academic and/or other needs into regular classes and providing highly personalized educational programs for these youngsters.
2. The mainstreaming teacher broadens and adapts instructional procedures and content to incorporate all students into regular programs at levels manageable for each student and teacher.
3. The mainstreaming teacher is a member of an educational team, serving as key facilitator in developing and implementing educational programs.
4. Mainstreaming teachers and other members of the educational team, especially resource teachers, cooperatively develop and maintain individual schedules and educational plans.
5. Mainstreaming may be done at any level, preschool through secondary (within this project, piloting has been at the secondary level because of identified need for models at that level).

6. Within the concept of mainstreaming, identified students report to the mainstreaming teacher. In conventionally organized schools or in open schools, students who are being mainstreamed spend half or more of their time in regular classes.
7. In the resource room-resource teacher model, the resource teacher has a headquarters to which students may come for periods of time from the mainstream room to which they are assigned.
8. Mainstreamed students placed into the resource room-resource teacher model leave the mainstreaming room only for essential supportive small group or personal instruction or for educational assessments.
9. Within the itinerant resource teacher model, the resource teacher traditionally serves in a supportive capacity, cooperatively developing the educational plan with the mainstreaming teacher who implements the plan with the student. The itinerant teacher may demonstrate teaching techniques when this would appear to facilitate the educational process.
10. In the itinerant resource teacher model, the resource teacher should have a work area assigned that is suitable for conducting student assessments, holding conferences, and preparing educational plans and materials.
11. Mainstreaming teachers are responsible for grades and reporting of students; however, they may and probably should consult with resource teachers.
12. When appropriate the resource teacher may serve as a member of the team in the open space concept.
13. Resource teachers may support mainstreaming teachers by providing educational assessments and instructional consultation for students who are not eligible for special education in the usual sense.

- V
14. Mainstreaming implies the following operational principle: special students usually begin their education in regular kindergarten or first grade groups with special support, and are removed to special schools only when the necessity to do so is shown, and then only for the periods required to prepare the students to return to regular classes.
 15. Criteria for selection of students for mainstreaming are in terms of matching the needs of the student with the capability of the mainstream program to meet these needs.
 16. The concept of mainstreaming has a place in the spectrum of plans for organizing instruction, space, and facilities to accommodate the needs of special students.¹

¹ Some elements adapted from Birch, Jack W., Mainstreaming Educable Mentally Retarded Children in Regular Classes, Publication of Leadership Training Institute/Special Education, University of Minnesota.

B

PROJECT OVERVIEW

B-1 STATEMENT OF NEED

B-2 HISTORY

B-3 EVALUATION

B-1

NEEDS ASSESSMENT

The apparent need for programs within the LEA area for youngsters who are behaviorally disordered is based upon the following:

1. A long-term attempt to identify areas of need with school districts being serviced by ESU 10 through regular meetings of ESU 10 staff and local school district staffs.
2. The results of surveys designed to identify needs.
3. The results of LB 403 Cooperative Needs Assessment conducted in 1973-74. Pertinent data has been gained from categorical identification of handicapped youngsters and recommended programs of identified youngsters.
4. Random sample of administrators ranking needs in the area of handicapped youngsters.

Returns from questionnaires disseminated to school districts within the ESU 10 area indicate 4.87 percent of all elementary school children within the reporting school districts being identified behaviorally disordered. On the secondary level 4.48 percent of the school population was identified as behaviorally disordered. This indicates a composite mean of elementary and secondary of 4.67 percent. When this is compared with the national prevalence rate of emotionally disturbed youngsters as indicated by Dr. Lloyd E. Frohreich in reporting the "Costing Programs for Exceptional Children: Dimensions and Indices" in the April, 1973, Exceptional Children, it becomes apparent that the LEA identified student population is approximately twice as high as the national prevalence figure.

TABLE 1
COMPARISON OF NATIONAL PREVALENCE RATE
WITH LEA IDENTIFIED YOUNGSTERS
WITH BEHAVIORAL DISORDERS

National Prevalence Rate (%)	LEA Identified Youngsters		
	Elementary (%)	Secondary (%)	Composite Mean (%)
2.00	4.87	4.48	4.67

Perhaps even more significant than the mean composite is the wide range of percentages of behaviorally disordered youngsters who are reported as being identified by individual school districts. The range on the elementary level is from a low of .02 percent to a high of 15.00 percent. A comparison of the reported low of .02 percent with the national prevalence of 2.00 percent indicates a discrepancy of 1.98 percent. A comparison of the reported high of 15.00 percent with the national prevalence of 2.00 percent indicates a discrepancy of 13.00 percent.

The range on the secondary level is from a low of .04 percent to a high of 12.50 percent. A comparison of the reported low of .04 percent with the national prevalence of 2.00 percent indicates a discrepancy of 1.96 percent. A comparison of the reported high of 12.50 percent with the national prevalence of 2.00 percent indicates a discrepancy of 10.50 percent.

Although it is possible that this wide range of .02 percent to 15.00 percent on the elementary level and .02 percent to 12.50 percent on the secondary level is accurate, it is highly doubtful that these statistics represent a correct identification of youngsters in the LEA who are behaviorally disordered.

Table 2 provides reporting districts and estimated percentages.

TABLE 2
SCHOOL POPULATION ESTIMATED TO BE HAVING DIFFICULTY
IN THEIR EMOTIONAL ADJUSTMENT TO SCHOOL

School Districts	Identified Youngsters with Behavioral Disorders		Estimated Percentage	
	YES	NO	ELEMENTARY	SECONDARY
A	x		5.00	Incomplete
B	x		2.50	2.50
C	x		3.00	2.00
D	x		2.00	2.00
E	x		11.00	11.00
F	x		.50	.50
G-1	x		1.50	1.50
G-2	x		2.00	N.A.
G-3	x		5.00	N.A.
G-4	x		7.50	N.A.
H	x		Incomplete	Incomplete
I	x		N.A.	12.50
J	x		3.00	2.00
K	x		5.00	3.00
L	x		2.00	3.00
M	x		.02	.04
N	x		1.00	1.00
O	x		3.00	2.00
P	x		10.00	10.00
Q	x		Incomplete	N.A.
R	x		4.00	4.00
S	x		5.00	N.A.
T	x		14.00	8.00
U	x		6.00	4.00
V	x		15.00	8.00
W	x		Incomplete	Incomplete
X	x		4.00	8.00

Reporting school districts indicated the following methods used to identify youngsters:

<u>Method</u>	<u>No. of Responses</u>
Teacher Observation	26
Psychological Evaluations	10
Counseling Staff Referrals	5
Mid-Nebraska Mental Health Center Evaluations	3
Parental Conferences	2
Administrative Observations	2
Medical Opinion	2

These methods of identification appear to have relied very heavily upon teacher observation, perhaps indicating a need for in-service to develop these techniques of observation. Also, guidelines for identification appear to be lacking, indicating another potential need for improved procedures in techniques of screening, diagnosis, and identification.

An additional school, the Youth Development Center, was included in the survey but not in Table 2 as this school services a unique population of young men who have been placed into the Center by court order. As 18 of the presently enrolled 146 students have been placed at YDC from counties serviced by the LEA, statistics indicating percentages of identified behaviorally disordered youngsters seem germane to this proposal. Statistics provided by Dr. Bradley Bigelow, Psychologist, Youth Development Center, indicate that 85 percent of the total population of youngsters presently placed at YDC are there because of behavioral disorders that interfered with their ability to function in their former community. Dr. Bigelow has further indicated that of the 18 boys presently enrolled from schools within the ESU 10 area, 40 percent of these have been placed because of having difficulty in their emotional adjustment to a degree that caused it to interfere with the ability to function in their former community. This percentage of 40 compared with the national prevalence rate of 2.00 would appear to indicate a severe lag in meeting the needs of some junior and senior high school age boys within the LEA area.

Further results of the survey show that of 22 reporting school districts, nine percent indicate that the regular teaching staff, including classroom teachers and support staff, are adequately prepared to meet the needs of students who are having difficulty in their emotional adjustment. Reports further indicate that 91 percent are not adequately prepared to meet these needs.

Reporting districts indicate that 32 percent of building level administrators are adequately equipped to meet the needs of students and faculty. The reporting districts further indicate that 63 percent of building level administrators are not adequately equipped to deal with students and faculty.

Reporting districts indicated a 91 percent need for additional support staff in the form of resource teachers. See Table 3. Reporting schools have made the following recommendations for improving present teaching staff.

<u>Recommendation</u>	<u>No. of Responses</u>
In-service	14
Resource Teachers	9
Time for Individualization	2
Elementary Counselors	2
A Program	1
A Psychologist	1

Reporting schools have made the following recommendations for improving competencies of administrative staff:

<u>Recommendation</u>	<u>No. of Responses</u>
In-service	11
Resource Teachers	3
Additional Referral Services	2
Engineered Classroom for Severely Disturbed	1
A Program	1
Remodeling of Space	1

Reporting schools have made the following recommendations of qualifications of supportive staff (resource teachers):

TABLE 3
EVALUATION OF STAFF TRAINING

Number of Districts Reporting	Preparation of Teaching Staff		Preparation of Administrative Staff			Support Staff (Resource Teachers)		
	Adequate (%)	Inadequate (%)	Adequate (%)	Inadequate (%)	Incomplete (%)	Needed (%)	Adequate (%)	Incomplete (%)
22	9	91	32	63	5	91	5	4

<u>Recommendation</u>	<u>No. of Responses</u>
Special Training in E.D.	8
Ability to Relate to Youngsters	6
Ability to Relate to Parents	5
Ability to Relate to Teachers	5
Experience in Working with E.D.	4
Regular Classroom Experience	4
Behavior Management Techniques	3
Professional Training	3
Counseling Techniques	2
Broad Knowledge of Curriculum	2
Teaching Strategies	1
Educational Testing Skills	1
Ability to Relate to Counselors	1
Skills in Interpreting Evaluations	1

An analysis of this data appears to indicate a need for staff development in the form of in-service for both regular classroom teachers and support staff and for building level administrators. A need for support staff in the form of resource teachers is indicated. Reporting schools indicate the qualification of training and ability to relate both to students and to involved adults as being priority.

Of 22 reporting districts, 27 percent indicated the existence of programs to improve communications with parents of youngsters who are having difficulty in their emotional adjustment and to better equip these parents to understand their youngsters. The reporting districts further indicated that 68 percent did not have an existing program to improve communications with parents and consequently understanding of parents of their youngsters.

In addition, the reporting districts indicated that 81 percent would consider a parent program to be beneficial, 14 percent were inconclusive, and 5 percent indicated that a parent program would not be beneficial.

Based on this evidence, it would appear that a majority of the reporting districts do not have a program to help parents in understanding youngsters who are having difficulty in their emotional adjustment and in providing assistance in developing techniques and skills for working with these youngsters. In addition, a majority of the reporting schools indicate a need for establishing such a program.

TABLE 4
PARENT PROGRAMS

Number of Districts Reporting	Existing			Need		
	Yes	No	Undetermined	Yes	No	Indefinite
22	27	68	5	81	5	14

Of the reporting schools, 36 percent indicated that severely behaviorally disordered youngsters had been identified within their district, 55 percent stated that severely behaviorally disordered had not been identified in their district, and nine percent indicated not certain. It would appear that the majority of the school districts reporting either do not have severely behaviorally disordered students enrolled or that, if existing, these students have not been identified.

TABLE 5
IDENTIFIED SEVERELY BEHAVIORALLY
DISORDERED STUDENTS

Number of Reporting Schools	Identification		
	Yes (%)	No (%)	Uncertain (%)
22	36	55	9

The 1973-74 Cooperative Needs Assessment coordinated by ESU 10 included the following:

<u>School Districts</u>	<u>Class</u>
Amherst	K-12
Arcadia	K-12
Arnold	K-12
Buffalo County	I
Burwell Jr.-Sr. High School	6
Elm Creek	K-12
ESU 10	N.A.
Farnam	K-12
Garfield County	I
Gibbon	K-12
Gothenburg	K-12
Greeley Public	K-12
Greeley County	I
Kearney Public	K-12
Lexington	K-12
Litchfield	K-12
Loup City	K-12
Loup County	I
North Loup-Scotia	K-12
Ord	K-12
Overton	K-12
Pleasanton	K-12
Ravenna	K-12
Sargent	K-12
Shelton	K-12
Sherman County	I
Spalding Public	K-12
Sumner-Eddyville-Miller	K-12
Valley County	I
Wolbach	K-12

The results of the LB 403 Cooperative Needs Assessment indicate that all behaviorally disordered youngsters have been identified and are receiving services. See Table 6.

TABLE 6
CHILDREN RECEIVING SERVICES

Type of Handicapped Served	Number of Children Served						
	0-2 years	3-5 years	6-9 years	10-12 years	13-18 years	19 & over	TOTAL
Mentally Retarded		1	10	8	15	3	37
Educable Mentally Retarded		1	32	63	118	4	218
Learning Disabled	1		85	123	35		244
Emotionally Disturbed		2	31	23	54	1	111
Other Health Impaired	1	3	20	18	33	4	79
Crippled			11	9	13		33
Visually Handicapped		1	17	12	21		51
Deaf-blind					1		1
Deaf	1	3	3				7
Hard of Hearing		2	17	7	15	1	42
Speech Impaired	1	69	312	91	50	2	525
TOTAL	4	82	538	354	355	15	1348

A survey of LEA school districts provided the following list of sources of service:

1. The Nebraska Psychiatric Institute
Omaha, Nebraska
2. The Hastings State Regional Center
Hastings, Nebraska
3. The Dawson County Mental Health Center
Lexington, Nebraska
4. Dr. Warren Bosley
Grand Island, Nebraska
5. The Mid-Nebraska Mental Health Center
Grand Island, Nebraska

6. Psychology and Testing Department
Kearney State College
7. Cozad School for TMR
Cozad, Nebraska

None of the above, with the possible exception of the Psychology and Testing Department of Kearney State College which is available on a limited basis, is attuned to school programs. The purpose of each of the above, with the exception of the Cozad School, is to provide treatment for the severely behaviorally disordered. The purpose of the Cozad school is to provide services for the trainable mentally retarded. This indicates apparently almost no source of referral or support in educating the mild to moderately behaviorally disordered youngsters identified within the LEA school systems.

Further results of the LB 403 Cooperative Needs Assessment indicate that 127 behaviorally disordered youngsters have been identified and are not receiving services. See Table 7. Of the total identified youngsters, 450, not receiving services, 28 percent of these are designated as youngsters with behavioral disorders.

TABLE 7
CHILDREN IDENTIFIED
NOT RECEIVING SERVICES

Type of Handicapped Served	Number to be Served						
	0-2 years	3-5 years	6-9 years	10-12 years	13-18 years	19 & over	TOTAL
Mentally Retarded			1	1	7	1	10
Educable Mentally Retarded		3	5	8	46	12	74
Learning Disabled		2	43	36	46		127
Emotionally Disturbed		1	10	22	88	6	127
Other Health Impaired	1	2	2	8	9	6	28
Crippled		2	4	1	16	3	26
Visually Handicapped			8	5	11	2	26
Deaf-blind					1		1
Deaf				1			1
Hard of Hearing			1		4		5
Speech Impaired		5	13	2	5		25
TOTAL	1	15	87	84	233	30	450

A comparison of the children identified receiving services and the children identified not receiving services ranks the categories as follows:

<u>Category</u>	<u>Percentage</u>
Deaf-blind	100
Emotionally Disturbed	53
Crippled	44
Learning Disabled	34
Visually Handicapped	34
Other Health Impaired	26
Educable Mentally Retarded	25
Mentally Retarded	21
Deaf	12
Hard of Hearing	11
Speech Impaired	5

It should be noted that although the deaf-blind is highest in percentage not receiving service, only one youngster has been identified in this category. See Table 8.

There are some apparent discrepancies in the statistics reported by school districts in the surveys and in the 403 Cooperative Needs Assessment. It is most evident, however, that there is an extreme need to provide a model delivery system for behaviorally disordered youngsters as described in the Program Model Component of this proposal.

Four districts reporting under the 403 Cooperative Needs Assessment specifically recommended a program for the behaviorally disordered. These districts are:

Cozad Public School
 North Loup-Scotia Public School
 Ravenna Public School
 Sargent Public School

In addition, 20 districts indicated as a program need the establishment of resource rooms. These include:

Amherst Public School
 Burwell Public School
 Cozad Public School
 Elm Creek Public School
 Farnam Public School
 Gibbon Public School
 Gothenburg Public School
 Kearney Public School

Lexington Public School
Litchfield Public School
Loup City Public School
North Loup-Scotia Public School
Ord Public School
Overton Public School
Pleasanton Public School
Ravenna Public School
Sargent Public School
Spalding Public School
Sumner-Eddyville-Miller Public School
Wolbach Public School

TABLE 8
COMPARISON OF CHILDREN RECEIVING SERVICES
WITH
CHILDREN IDENTIFIED, NOT RECEIVING SERVICES

Type of Handicap	Total	Children Identified Receiving Services	Children Identified Not Receiving Services	Identified Receiving Services (%)	Identified Not Receiving Services (%)
Mentally Retarded	47	37	10	79	21
Educable Mentally Retarded	292	218	74	75	25
Learning Disabled	371	244	127	66	34
Emotionally Disturbed	238	111	127	47	53
Other Health Impaired	107	79	28	74	26
Crippled	59	33	26	56	44
Visually Handicapped	77	51	26	66	34
Deaf-Blind	2	1	1		100
Deaf	8	7	1	88	12
Hard of Hearing	47	42	5	89	11
Speech Impaired	550	525	25	95	5
TOTAL	1,798	1,348	450	75	25

178_x

These recommendations for programs again evidence the significance of the need for delivery model for behaviorally disordered youngsters as proposed in the Program Model Component.

Although private schools participated in the Plan for Education of Handicapped Children and submitted a report to the State Department of Education, they were not included in the LB 403 Cooperative Needs Assessment, statistics provided by Catholic High School of Kearney indicate a similar, if not greater, need for programs for behaviorally disordered youngsters. Indicated identification is as follows:

<u>Grade Level</u>	<u>Number</u>
7th	3
8th	2
9th	5
10th	4
11th	4
12th	2

In a total population of 202 this implies approximately ten percent behaviorally disordered youngsters.

A random sample of administrators ranked the needs for services provided by ESU 10 for handicapped youngsters as follows:

<u>Special Education Service</u>	<u>Rank</u>
Learning Disabilities	I
Emotionally Disturbed	II
Speech Therapy	III
Educable Handicapped	IV
Psychological Services	V
Health Services	VI
Mentally Retarded	VII
Blind and Partially Sighted	VIII
Deaf and Hard of Hearing	IX
Other Physical Handicaps	IX
Orthopedically Handicapped	X

Since ESU 10 has supported a program in Learning Disabilities since 1969, it would appear that this random sample identifies a program for the behaviorally disordered youngster as being the priority program need. The Program Model of this proposal is designed to provide an opportunity for the emergence of a significant model delivery system to provide direct services to behaviorally disordered youngsters.

B-2

HISTORY

The first and second project years, 1974-75 and 1975-76, have been completed at the time of this writing. Major breakthroughs during this developmental period include:

1. The design and development of the mainstreaming teacher referral instrument that serves as the initial Project Screening Instrument (PSI), and as an integral part of the screening battery. This instrument has 95% agreement with the psychological diagnostic battery in recommending student placement.
2. The identification of six behavioral characteristics provided by the factor analysis of the behavioral indicators on the PSI. These characteristics are:

Socialization	Activity Level
Anxiety	Negative Acting Out
Authority Relation	Reaction to School.

 These behavioral variables, along with the attitudinal and academic variables, serve to guide in student programming.
3. The development of a uniform system for student programming featuring:

Student Profile
Educational Plan
Script.
4. The identification of interest and motivation teaching techniques and the further relating of these techniques to student variables for programming.
5. The development of a resource center featuring recommended:

Teaching Techniques
Teaching Materials
Observation-Assessment Techniques
Materials
6. The completion of manuals designed for staff development and reference. These are:

Administrator
Mainstreaming Teacher
Resource Teacher.
7. The development of an overall Program Model suitable for dissemination. The further development within this model of three components, Student Outcome, Staff Development, and Program Selection-Management, each suitable for dissemination.

Each of these breakthroughs and additional project activities and schedules are given on the three following time-lines.

FIGURE 1
TIME LINE: FIRST PROJECT YEAR
1974-75

JUNE, 1974

Began First Project Year
Designated Pilot Schools-Based upon Needs Assessment
Selected Project Staff

AUGUST

Secured Resource Teacher Facilities
Began Resource Teacher Endorsement Proceedings
Conducted Pilot School Needs Identification
Began Pilot School Inservice
Initiated Dissemination to Create Awareness
Met with Local Advisory Committee
Began Designing Project Manuals:
 Administrator
 Mainstreaming Teacher
 Resource Teacher
Intensified Resource Teacher Project and Endorsement Inservice

ANUARY
FEBRUARY
1975

Began Student Placement
Began Student Programming Relating to Attitudinal and Academic Variables

APRIL

Completed First Student Monitoring
Completed Factor Analysis of Behavior Indicators on Original PSI
Identified Six Behavioral Characteristics
Revised PSI
Renewed Staff Contracts
Identified Teaching Techniques as Related to Behavioral Variables

JULY

Conducted Personalized Staff Development Needs Identification:
 Project Staff
Initiated Staff Inservice
Contracted:
 Evaluator
 Auditor
 Psychologist

SEPTEMBER
OCTOBER
NOVEMBER

Completed First Quarterly Evaluation
Designed Original PSI (Project Screening Instrument)
Developed Referral System
Selected Project Diagnostic Battery for Student Placement
Began Selection of Teaching Techniques and Materials for Resource Center

DECEMBER

Completed Second Quarterly Evaluation
Began Student Screening
Accelerated Pilot School Personalized Inservice
Met with Local Advisory Council

MARCH

Completed Third Quarterly Evaluation
Completed State Advisory Board Evaluation
Prepared Second Year Grant Application
Met with Local Advisory Council

MAY

Completed End Up Year Evaluation
Intensified Work on Manuals and Resource Center
Received Project Approval for Second Year Funding

JUNE

Completed End-of-Year Audit
Continued to Organize and Develop Resources

FIGURE 2
TIME LINE: SECOND PROJECT YEAR
1975-76

JULY

Began Second Project Year
 Continued to Organize and Develop Resources

SEPTEMBER**OCTOBER****NOVEMBER**

Completed First Quarterly Evaluations, Second Year
 Met with Local Advisory Council
 Began Pilot Testing Manuals:
 Mainstreaming Teacher
 Resource Teacher
 Continued Development of all Project Resources

1976

JANUARY

Completed Second Quarterly Evaluation
 Completed Resource Teacher Endorsement

MARCH

Prepared and Submitted Re-writes for Third Project Year
 Completed Third Quarterly Evaluation
 Participated in State Advisory Council Evaluation

AUGUST

Reactivated all Phases of Program
 Re-assessed and Designed
 Refined Personalized
 Staff Development
 Models for All Staff
 Designated Project Mainstreaming Facilitors for Student
 Programming and Manual Pilot-Testing
 Contracted:
 Evaluator
 Psychologist
 Reactivated Dissemination Activities
 Continued Resource Teacher Internship

DECEMBER

Completed Project Student Monitoring
 Designed Exit Procedures

FEBRUARY

Completed ESEA Title III Evaluation
 Submitted Administrator Manual to Judges- Recommendation Re-
 write
 Implemented Student Profile, Uniform Educational Plan and
 Script

APRIL**MAY****JUNE**

Received Approval for Funding, Third Project Year
 Continued to Refine All Manuals and Other Project Resources
 Completed Student Profiles, Educational Plans and Scripts for All
 Project Students

FIGURE 3
TIME LINE: THIRD PROJECT YEAR
1976-77

JULY, 1976

Begin Third Project Year
 Organize Dissemination Schedule and Tactics
 Organize All Techniques and Materials According to Student Programming Categories
 Complete Administrator Manual
 Continue to Refine Resource Teacher and Mainstreaming Teacher Manuals
 Continue to Refine and Organize All Project Resources
 Contract Evaluator

SEPTEMBER
OCTOBER
NOVEMBER

Accelerate Inservice Dissemination Utilizing Resource Teacher and Mainstreaming Teacher Manuals
 Complete First Quarterly Report, Second Project Year

JANUARY, 1977

Implement All Project Activities
 Complete Second Quarterly Evaluation
 Schedule Validation Proceedings

JUNE

Complete End-of-Year Evaluation
 Complete End-of-Third-Project Year

AUGUST

Reactivate All Programs for Third Project Year
 Accelerate Inservice Dissemination Utilizing Administrator Manual
 Complete Resource Teacher and Mainstreaming Teacher Manuals
 Begin Preparations for Validation Procedures

DECEMBER

Complete Student Monitoring
 Request Validation Consideration

FEBRUARY
MARCH
APRIL
MAY

Complete Student Monitoring

B-3

EVALUATION

The evaluation program used in the project utilized both formative and summative procedures. Specifically,

1. Formative. The total project was originally written in terms of performance objectives. Both product and process objectives were written in a performance format. As performance objectives, each objective included both the measurement procedure and the criterion for adequacy.

On a monthly basis the project director, project staff, and the project evaluator reviewed each objective to establish if the objective was completed, if it was operating as intended, or if the objective was not operating as intended. If the latter held, the procedures associated with the objective were immediately studied to determine if remedial action was needed and, if so, to design the required remediation.

On a quarterly basis direct student assessment was involved as was systematic assessment of other target groups. The results from the direct assessment were compared to the monthly judgements to identify discrepancies and, when so identified, the areas were reviewed to establish what, if any, corrective action was required.

2. Summative. The basic summative student evaluation used a pre-post evaluation model. The variables used covered behavior, attitudes, and achievement. All project students were included.

Since all product level objectives, including student, were originally written as performance objectives, appropriate data and criterion levels were specified in the original grant document so the summative evaluation effort procedures were known as of the time of project commencement, and the end-of-year evaluation was simply a matter of carrying out what was required.

Both formative and summative evaluation results were prepared in written form and copies of all written evaluation results are available in project records.

The evaluation results associated with the project are extensive and there is no need to summarize all results. For clarity in understanding the project effect on students, the student results are briefly summarized.

During the first two project years, students were evaluated across 11 variables. Six of the variables were behavior based, three were achievement variables, and two were attitudinal variables. The six behavioral variables were based on teacher observation, while the other variables were based on direct student assessment.

Project students were evaluated on a pre-post basis. The average time between administrations was six to seven months. Administration was at the time the student entered the program and at the end of the project year.

For the results that follow, the results for the first two project years were combined. The number of cases per variable varied for two reasons. On the six behavioral variables, the only students included were those who entered the program one or more standard deviations below the mean on a given variable. Secondly, some students were not administered a given instrument for various reasons, i.e. absent, student referral, moving, etc.

The results for all 11 variables are summarized in the following table.

As reported in the table, there was a mean gain on all 11 variables, and the gain was statistically significant for nine of the 11 variables. The only variables that were not significant were the two attitudinal variables. The latter results were consistent with expectation in that attitude typically changes relatively slowly, and the project intervention time was only about six to seven months.

STUDENT RESULTS
1974-75 AND 1975-76

Variable	Score Unit	Maximum Score Possible	N	Pretest		Posttest		$\bar{X}$ Diff.	t Value
				$\bar{X}$	s	$\bar{X}$	s		
1. Socialization	Raw	12	47	6.60	1.99	8.66	2.61	2.06	5.49*
2. Anxiety	Raw	12	47	7.45	2.05	9.17	2.40	1.72	4.51*
3. Authority Relation	Raw	16	51	10.16	2.96	13.06	2.72	2.90	5.28*
4. Activity Level	Raw	12	42	5.10	.77	7.79	2.33	2.69	8.18*
5. Negative Acting Out	Raw	12	43	8.70	2.12	10.81	1.79	2.11	5.54*
6. Reaction to School	Raw	12	79	7.51	2.37	8.70	2.50	1.19	3.74*
7. WRAT-Reading	Grade Equiv.	NA	96	7.60	2.55	8.74	2.94	1.14	6.59*
8. WRAT-Spelling	Grade Equiv.	NA	96	6.23	2.33	6.71	2.46	.48	4.80*
9. WRAT-Arithmetic	Grade Equiv.	NA	96	5.95	1.77	6.62	2.16	.67	5.15*
10. Self-Concept As Learner	Raw	20	103	55.84	11.31	58.20	13.61	2.36	1.96
11. Attitude Toward School	Raw	22	103	67.70	12.41	68.39	15.12	.69	.59

* $P \leq .05$

C

STUDENT EXAMPLES

- C-1 SOCIALIZATION
- C-2 ANXIETY
- C-3 RELATION TO AUTHORITY
- C-4 ACTIVITY LEVEL
- C-5 NEGATIVE ACTING OUT
- C-6 REACTION TO SCHOOL
- C-7 ATTITUDE TOWARD SCHOOL
- C-8 SELF CONCEPT AS A LEARNER
- C-9 ACADEMIC: READING, SPELLING, ARITHMETIC

C

STUDENT EXAMPLES

Appendix C contains a student example for each of the variables being programmed. These examples include:

1. A Screening-Monitoring Profile
2. An Educational Plan Overview
3. A Student Task Sheet

The exemplary Screening-Monitoring Profile indicates areas of need by variables as shown through converted scores taken from the Project Screening Instrument (PSI), Self Concept as a Learner (SCAL), Attitude Toward School (ATTS), and Wide Range Achievement Test (WRAT).

A General Overview to Appendix C

In addition to the personalized cover sheet for each programming model, some general statements apply to all examples of the Overall Educational Plan. These include:

1. Format and Content
2. Sources of Data
3. Basic Techniques.

1. Format and Content

The product objectives are not stated as behavioral objectives in the traditional sense. Emphasis in format and content is placed upon conciseness and workability. The Overall Educational Plan does include:

- ... The goal - through the product objective
- ... The method of attainment - through the techniques and materials
- ... The measurement design - through the product objective.

2. Sources of Data

Although emphasis is placed upon the utilization of the project screening battery as reflected by the student profile, other sources of data are utilized in developing programs for students. As available, the sources include:

- ... Student In-put
- ... Parent Observations
- ... Staff Observations
- ... Additional Evaluations - including Psychological Batteries
- ... Others.

For example, the academic product objectives stated in C-1, C-5, C-8, and C-9 reflect information that was gleaned from psychological evaluations.

3. Basic Techniques

Reflecting project programming philosophy, some basic techniques are built into all plans. Included are:

- ... Interest Units
- ... Pupil-Teacher Planning
- ... Self-Analysis (Student).

In addition, a knowledge of fundamental parent conference skills is needed.

C-1

SOCIALIZATION

An analysis of Screening-Monitoring Profile C-1 indicates the following converted scores for each variable:

<u>Variable</u>	<u>Converted Score</u>
Socialization	-2.5 SD
Anxiety	-1.5 SD
Authority	N.A.*
Activity Level	- .5 SD
Negative Acting Out	N.A.*
Reaction to School	N.A.*
Self Concept as a Learner	N.A.*
Attitude Toward School	N.A.*
Reading	- .3 SD
Spelling	N.A.*
Arithmetic	- .8 SD

The interpretation of this profile indicates Socialization as the priority need in developing the student program.

The Educational Plan Overview reflects this need within the strategies (Page 43 of this manual) built into product objectives, recommended teaching techniques, and suggested materials. The Plan is written for a three-month programming period, August 30 through November 27. Reflecting the indicated student need based upon the Student Profile data, two product objectives are built into the Educational Plan - one behavioral and one academic. The Plan further recommends nine teaching techniques - each being suggested for appropriate objectives. Eleven recommendations of materials are prescribed. These are related to techniques being utilized.

The exemplary Daily Task Sheet is written for a five day period, Monday through Friday. It implies that the student is receiving intensive motivation-interest programming for approximately one hour each day. Activities included within the tasks are those utilizing:

1. Interest Units

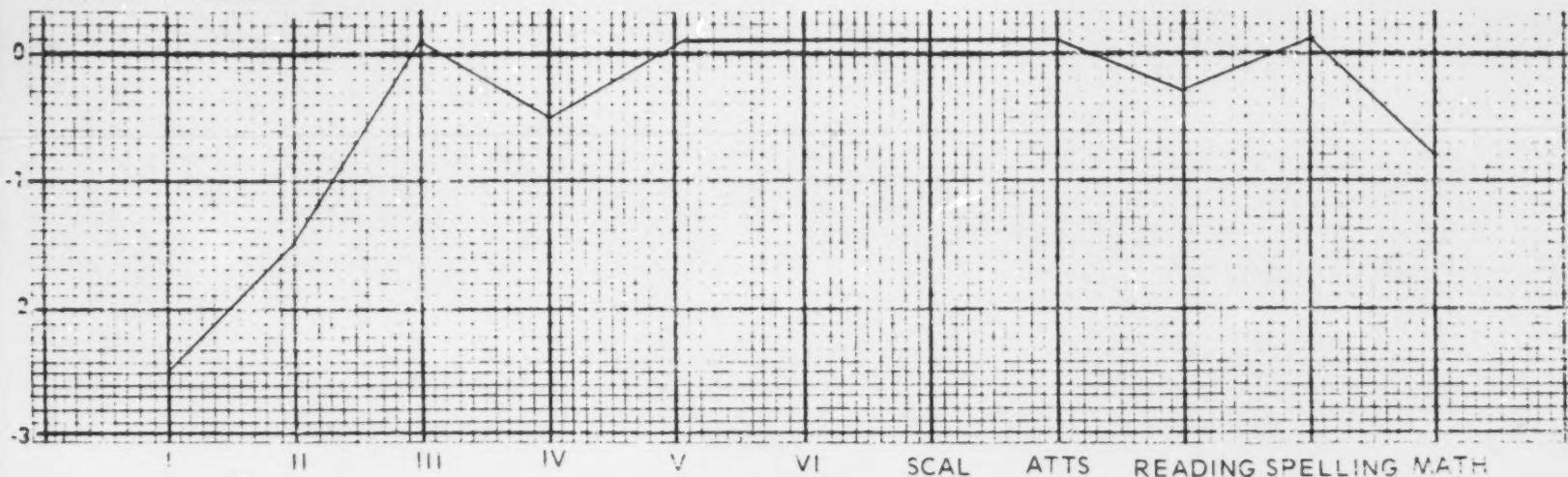
* At or above mean.

2. Motivation: Production
3. Teacher-Made Materials
4. Values Clarification
5. Role Playing
6. Behavior Modification.

Strong emphasis of Pupil-Teacher Planning and Self-Analysis (Student) is built into the Task Sheet - especially in summarizing student activities of the week and in organizing activities for the following week.

SCREENING - MONITORING PROFILE

STUDENT NUMBER



- I SOCIALIZATION
- II ANXIETY
- III AUTHORITY
- IV ACTIVITY LEVEL
- V NEGATIVE ACTING OUT
- VI REACTION TO SCHOOL
- SCAL (SELF CONCEPT AS A LEARNER)
- ATTS (ATTITUDE TOWARD SCHOOL)

WIDE RANGE
ACHIEVEMENT TEST

MONITORING

MONITORING

MONITORING

END-OF-YEAR RE-EVALUATION

190

194

EXEMPLARY SCREENING - MONITORING PROFILE C-1
ESEA TITLE III
RECOGNIZE
RESPOND
REINFORCE

SOCIALIZATION

EDUCATIONAL PLAN OVERVIEW

STUDENT'S NAME _____

PLAN DATE (3 MO. PERIOD) August 30 TO November 27

RE-EVALUATION DATES _____

PROGRAMMING BASED ON STUDENT VARIABLES

1 BEHAVIORAL	2 ATTITUDINAL	3 ACADEMIC
PRODUCT OBJECTIVE <i>To increase social confidence and ability to relax.</i> <i>Measurement: post-test.</i>	PRODUCT OBJECTIVE	PRODUCT OBJECTIVE <i>To develop auditory perception and memory skills.</i> <i>Measurement: post-test.</i>

TEACHING TECHNIQUES TO BE USED (RELATE TO 1, 2 AND/OR 3 ABOVE)
PROCESS OBJECTIVES

1. Interest Unit (1,3)
2. Pupil-Teacher Planning (1,3)
3. Self-Analysis - Student (1,3)
4. Role Playing (1)
5. Group Counseling (1)
6. Motivation Production (1,3)
7. Values Clarification (1)
8. Model Teaching (3) - presenting materials through both auditory and visual methods
9. Behavior Modification (1,3)

MATERIALS TO BE USED (RELATE TO TEACHING TECHNIQUES)

1. Those incorporated into Interest Unit (1,6)
2. Task Sheets and others (2,3,9)
3. *Why Am I Afraid to Tell You Who I Am?* (1,2)
4. *Making Sense of Our Lives* (1,2)
5. *Coping With Stress* (5)
6. *Values Clarification, Simon* (7)
7. Tapes (8)
8. Models (8)
9. Paperback Selections (1)
10. Metric Kit (3)
11. Song Lyric Kit - Teacher-made (1,2,3,4)

C-1

SOCIALIZATION
MONDAY

XXXV

DATE

Tasks:

1. Interest Unit - incorporate auditory memory work
2. Motivation Production (as related to Interest)
3. Song Lyric Kit

TUESDAY

DATE

Tasks:

1. Values Clarification - importance of my value in relationships to others
2. Role Playing - relate to values
3. Interest Unit

WEDNESDAY

DATE

Tasks:

1. Metric Kit - incorporate auditory perception
2. Interest Unit
3. Reward - cooperatively agreed upon activity: Has incorporated Pupil-Teacher Planning, Self-Analysis, Goal Setting, and probably Behavior Modification Techniques.

THURSDAY

DATE

Tasks:

1. Values Clarification, continue Tuesday 1.
2. Metric Kit, continue Wednesday 1.
3. Interest Unit

FRIDAY

DATE

Tasks:

1. Pupil-Teacher Planning and Self-Analysis Activities
2. Reward Activity, see Wednesday 3.
- 3.

SUMMARY

DATE

Utilize Pupil-Teacher Planning Techniques and Self-Analysis (Student) Techniques to summarize the activities of the week and to cooperatively prepare goals and activities to be incorporated into the following week's Task Sheets.

R
R
R

C-2

ANXIETY

Screening-Monitoring Profile C-2 indicates converted scores for each variable as follows:

<u>Variable</u>	<u>Converted Score</u>
Socialization	- .8 SD
Anxiety	-3.0 SD
Authority	-1.6 SD
Activity Level	-2.5 SD
Negative Acting Out	-2.9 SD
Reaction to School	N.A.*
Self Concept as a Learner	N.A.*
Attitude Toward School	N.A.*
Reading	N.A.*
Spelling	N.A.*
Arithmetic	- .9 SD

From this data Anxiety is identified as the priority need for student programming. Appropriate strategies (Page 44 of this manual) are reflected within the product objective built into the Educational Plan. The Plan is written for a three-month programming period, September 30 through December 31. Reflecting the indicated student need based upon the Student Profile data, the Behavioral product objective is built into the Educational Plan. Eight teaching techniques are further recommended within the Plan to meet the stated objective. A listing of eight suggested materials follows the teaching techniques. Each of these is coded to relate to appropriate techniques.

The exemplary Daily Task Sheet indicates that the student is receiving highly personalized programming based upon identified needs and interests for approximately one hour each day. Activities recommended within the Task Sheet include:

1. Interest Unit
2. Peer Tutoring
3. Behavior Modification

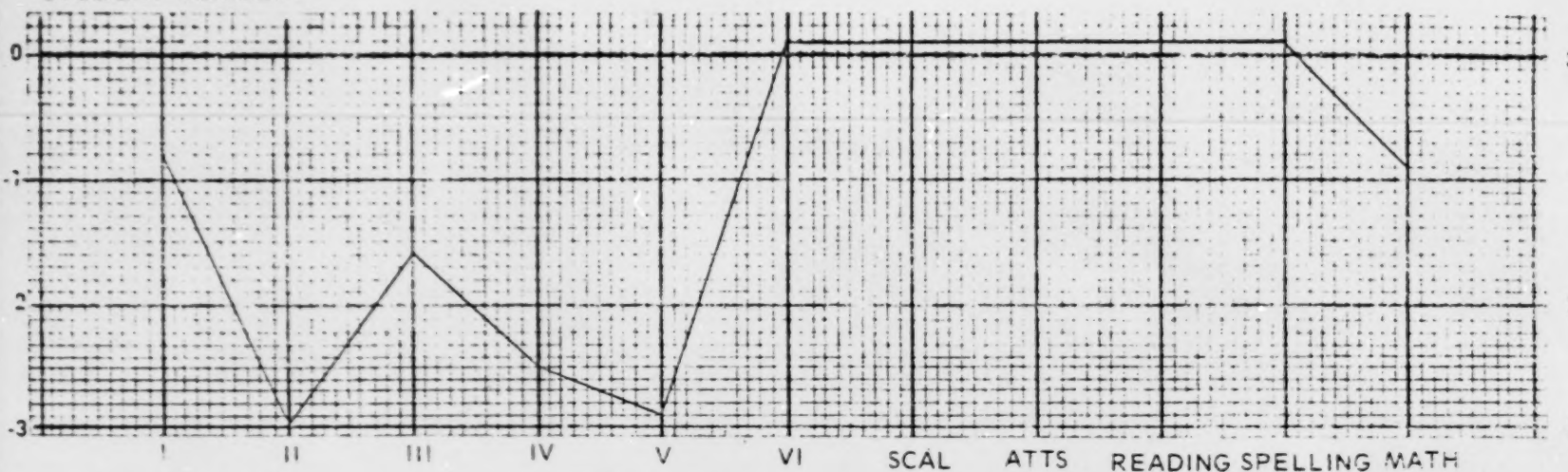
* At or above mean.

4. Interest Centers
5. Behavior Modification.

Pupil-Teacher Planning and Self-Analysis Techniques (Student) receive emphasis in the building of the Task Sheet - especially in summarizing student activities of the week and organizing activities for the following week.

SCREENING - MONITORING PROFILE

STUDENT NUMBER



I SOCIALIZATION
II ANXIETY
III AUTHORITY
IV ACTIVITY LEVEL

V NEGATIVE ACTING OUT
VI REACTION TO SCHOOL
SCAL (SELF CONCEPT AS A LEARNER)
ATTS (ATTITUDE TOWARD SCHOOL)

WIDE RANGE
ACHIEVEMENT TEST

MONITORING

MONITORING

MONITORING

END-OF-YEAR RE-EVALUATION

190

200

R RECOGNIZE
R RESPOND
R REINFORCE

EXEMPLARY SCREENING - MONITORING PROFILE C-2

xxxviii
ESEA TITLE III

ANXIETY

EDUCATIONAL PLAN OVERVIEW

STUDENT'S NAME _____

PLAN DATE (3 MO. PERIOD) September 30 TO December 31RE-EVALUATION DATES _____

PROGRAMMING BASED ON STUDENT VARIABLES

1 BEHAVIORAL	2 ATTITUDINAL	3 ACADEMIC
PRODUCT OBJECTIVE <i>To alleviate anxiety, as evidenced by tension and fearfulness. Measurement: post-test.</i>	PRODUCT OBJECTIVE	PRODUCT OBJECTIVE

TEACHING TECHNIQUES TO BE USED (RELATE TO 1, 2 AND/OR 3 ABOVE)
PROCESS OBJECTIVES

1. Interest Units (1)
2. Pupil-Teacher Planning (1)
3. Self-Analysis (1)
4. Behavior Modification (1)
5. Grouping (1)
6. Peer Tutoring - Serving as Tutor (1)
7. Group Counseling (1)
8. Classroom Management (1)

MATERIALS TO BE USED (RELATE TO TEACHING TECHNIQUES)

1. Those incorporated into Interest Units (1)
2. Task Sheets and others (2)
3. Why Am I Afraid to Tell You Who I Am? (3,4,6)
4. Coping With Series (2,3,5)
5. Making Sense of Our Lives (2,3,8)
6. Adventures in the Looking Glass (3,7)
7. Those appropriate for Techniques 6.
8. Kids' Stuff (1,2,3,4,5,6,7,8)

C-2

ANXIETY
MONDAY

x1

DATE

Tasks:

1. Interest Unit
2. Peer Tutoring - cooperatively develop procedures
3. Activities from Why Am I Afraid to Tell You Who I Am?: Designed to develop Techniques 3, 4, 6

TUESDAY

DATE

Tasks:

1. Continue activities from Why Am I Afraid to Tell You Who I Am?
2. Interest Unit
3. Reward and/or Interest Center - as cooperatively pre-arranged by student and teacher

WEDNESDAY

DATE

Tasks:

1. Peer Tutoring - cooperatively check status-to-date
2. Continue activities from Why Am I Afraid to Tell You Who I Am?
3. Interest Unit

THURSDAY

DATE

Tasks:

1. Interest Unit
2. Continue activities from Why Am I Afraid to Tell You Who I Am?
3. Reward and/or Interest Center

FRIDAY

DATE

Tasks:

1. Pupil Teacher Planning and Self-Analysis Activities
2. Reward and/or Interest Center
- 3.

SUMMARY

DATE

Utilize Pupil-Teacher Planning Techniques and Self-Analysis (Student) Techniques to summarize activities of the week and to cooperatively prepare goals and activities to be incorporated into the following week's Task Sheets.

R
R
R

202

Recognize Respond Reinforce

C-3

RELATION TO AUTHORITY

An analysis of Screening-Monitoring Profile C-3 reveals the following converted scores for each variable:

<u>Variable</u>	<u>Converted Score</u>
Socialization	N.A.*
Anxiety	N.A.*
Authority	-3.0 SD
Activity Level	-2.5 SD
Negative Acting Out	N.A.*
Reaction to School	N.A.*
Self Concept as a Learner	N.A.*
Attitude Toward School	-2.5 SD
Reading	N.A.*
Spelling	-.8 SD
Arithmetic	-2.3 SD

This is interpreted to indicate Relationship to Authority as the priority need. Other significant deficits indicated are Activity Level, Attitude Toward School, and Arithmetic.

Appropriate strategies (Page 45 of this manual) are indicated within the product objectives written for all variables - behavioral, attitudinal, and academic. Recommended teaching techniques 1., 2., and 3. are considered appropriate for behavior and attitudinal objectives. Recommendation 4. is made for the academic objective. Materials are suggested for use with all techniques.

The Overall Educational Plan is written for a three-month program period, August 30 through November 27. Three product objectives are built into the Plan - one each behavioral, attitudinal, and academic. These reflect needs based upon Student Profile data. The Plan recommends ten techniques, each related to appropriate objectives. Eight materials are suggested, each related to appropriate techniques.

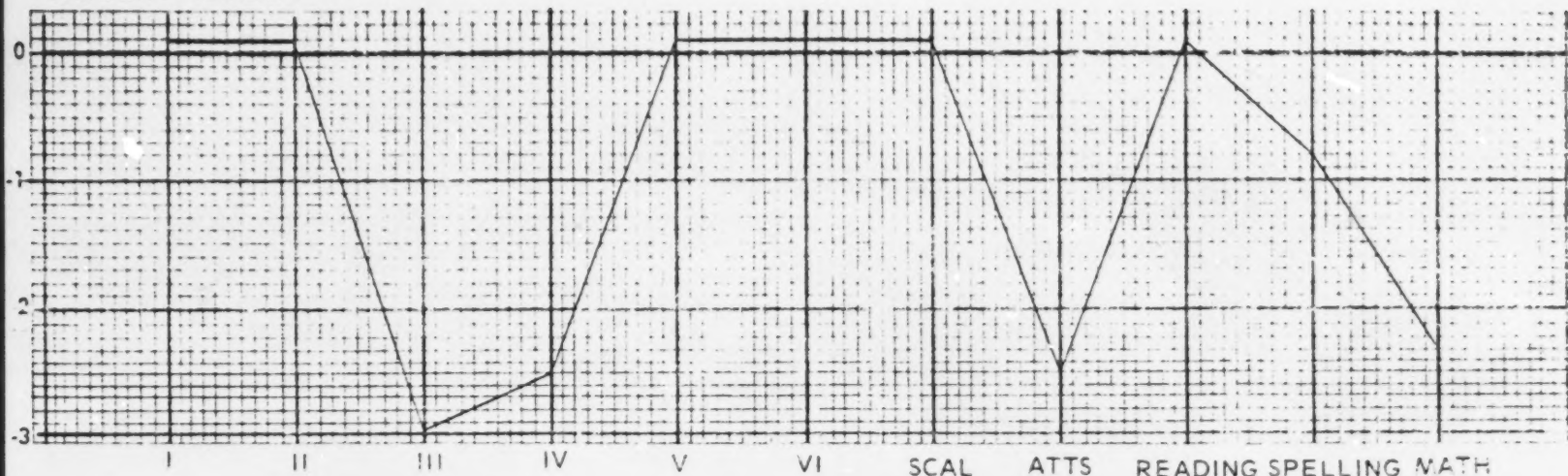
The exemplary Daily Task Sheet implies that the student is receiving intensive, personalized programming for three days each week, Monday, Wednesday, and Friday. Activities included within these tasks are those utilizing:

1. Interest Units
2. Role Playing
3. Group Counseling
4. Pupil-Teacher Planning
5. Self-Analysis
6. Behavior Modification.

Emphasis on Pupil-Teacher Planning and Self-Analysis (Student) is built into the Task Sheet, especially in summarizing activities of the week and in organizing those for the following week.

SCREENING - MONITORING PROFILE

STUDENT NUMBER



- I SOCIALIZATION
- II ANXIETY
- III AUTHORITY
- IV ACTIVITY LEVEL

- V NEGATIVE ACTING OUT
- VI REACTION TO SCHOOL
- SCAL (SELF CONCEPT AS A LEARNER)
- ATTS (ATTITUDE TOWARD SCHOOL)

WIDE RANGE
ACHIEVEMENT TEST

MONITORING

MONITORING

MONITORING

END-OF-YEAR RE-EVALUATION

R RECOGNIZE
R RESPOND
R REINFORCE

EXEMPLARY SCREENING - MONITORING PROFILE C-3

ESEA TITLE III

X1111

RELATION TO AUTHORITY

EDUCATIONAL PLAN OVERVIEW

STUDENT'S NAME _____

PLAN DATE (3 MO. PERIOD) August 30 TO November 27

RE-EVALUATION DATES _____

PROGRAMMING BASED ON STUDENT VARIABLES

1 BEHAVIORAL	2 ATTITUDINAL	3 ACADEMIC
PRODUCT OBJECTIVE <i>To improve willingness to attempt tasks and to complete challenging ones.</i> <i>Measurement: post-test.</i>	PRODUCT OBJECTIVE <i>To improve attitude toward school.</i> <i>Measurement: post-test.</i>	PRODUCT OBJECTIVE <i>To increase success in math performance.</i> <i>Measurement: post-test.</i>

TEACHING TECHNIQUES TO BE USED (RELATE TO 1, 2 AND/OR 3 ABOVE)

PROCESS OBJECTIVES

1. Interest Units (1,2,3)
2. Pupil-Teacher Planning (1,2,3)
3. Self-Analysis (1,2,3)
4. Group Counseling (1,2)
5. Active Listening (1,2)
6. Values Clarification (1,2)
7. Role Playing
8. Modal Teaching (3)
9. Performance Level Teaching (3)
10. Behavior Modification (1,2,3)

MATERIALS TO BE USED (RELATE TO TEACHING TECHNIQUES)

1. Those incorporated into Interest Units (1)
2. Task Sheets and others (2,3,10)
3. Coping With Series (2,3,4,5,7)
4. Values Clarification, Simon (6)
5. Can of Squirms (7)
6. Vocational Materials: Truck Driving (1)
7. Cassette Recorder (8,9)
8. Calculator (8,9)

C-3

RELATION TO AUTHORITY
MONDAY

xiv

Tasks:

DATE

1. Interest Unit - Story problem (taped): Cost of Operation
2. Role Playing Activity: "Mechanics Too Slow"
3. Group Activity: Discussion of Alternative Behaviors

TUESDAY

DATE

Tasks:

- 1
- 2
- 3

WEDNESDAY

DATE

Tasks:

1. Interest Unit
2. Role Playing Activity: Mechanic and Employer (C-3 as employer)
3. Group follow-through Discussion of 3. above

THURSDAY

DATE

Tasks:

- 1
- 2
- 3

FRIDAY

DATE

Tasks:

1. Interest Unit
2. Pupil-Teacher Planning and Self-Analysis Activities
3. Reward and/or Interest Center as cooperatively pre-arranged by student and teacher

SUMMARY

DATE

Utilize Pupil-Teacher Planning Techniques and Self-Analysis (Student) Techniques to summarize activities of the week and to cooperatively prepare goals and activities to be incorporated into the following week's Task Sheets.

R
R
R

C-4

ACTIVITY LEVEL

According to Screening-Monitoring Profile C-4, converted scores for each variable are as follows:

<u>Variable</u>	<u>Converted Scores</u>
Socialization	- .5 SD
Anxiety	N.A.*
Authority	-1.0 SD
Activity Level	-2.5 SD
Negative Acting Out	-1.7 SD
Reaction to School	-2.0 SD
Self Concept as a Learner	- .7 SD
Attitude Toward School	-1.3 SD
Reading	N.A.*
Spelling	- .2 SD
Arithmetic	N.A.*

Activity Level is seen as the priority need for student programming. In addition, significant deficits are indicated in Authority Relationship, Negative Acting Out, Reaction to School, and Attitude Toward School.

Appropriate strategies (Page 46 of this manual) are reflected in the product objective written into the Educational Plan Overview. The Plan is written for a three-month programming period, September 30 through December 31. Reflecting the indicated student need based upon the Student Profile data, one behavior product objective is built into the Educational Plan. The Plan further recommends six teaching techniques to meet the stated objective. Six suggested materials follow the teaching techniques - each being coded to relate to appropriate techniques.

The exemplary Daily Task Sheet indicates that the student is receiving highly personalized programming based upon identified needs and interests for approximately one hour each day. Activities recommended within the Task Sheet include:

1. Interest Unit
2. Values Clarification

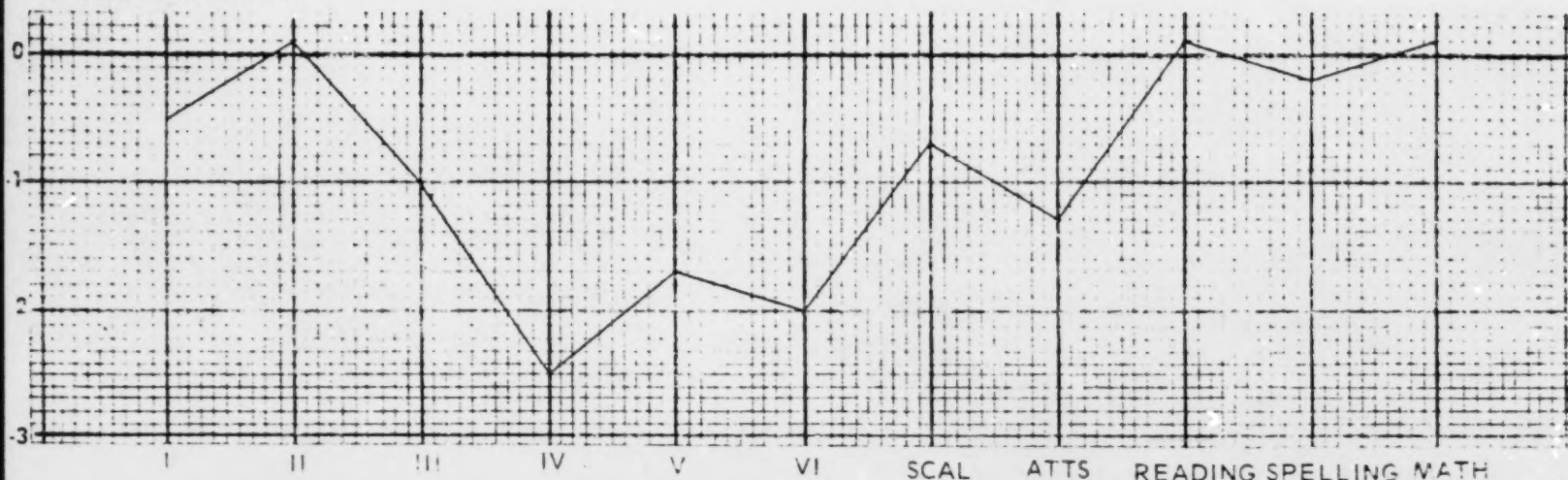
* At or above mean.

3. Interest Center
4. Self-Analysis
5. Behavior Modification.

Pupil-Teacher Planning and Self-Analysis Techniques (Student) receive emphasis in the building of the Task Sheet - especially in summarizing student activities of the week and organizing activities for the following week.

SCREENING - MONITORING PROFILE

STUDENT NUMBER



I SOCIALIZATION
II ANXIETY
III AUTHORITY
IV ACTIVITY LEVEL

V NEGATIVE ACTING OUT
VI REACTION TO SCHOOL
SCAL (SELF CONCEPT AS A LEARNER)
ATTS (ATTITUDE TOWARD SCHOOL)

WIDE RANGE
ACHIEVEMENT TEST

MONITORING

MONITORING

MONITORING

END-OF-YEAR RE-EVALUATION

211

R RECOGNIZE
R RESPOND
R REINFORCE

EXEMPLARY SCREENING - MONITORING PROFILE C-4

ESEA TITLE III

xiviii

212

ACTIVITY LEVEL

EDUCATIONAL PLAN OVERVIEW

STUDENT'S NAME _____

PLAN DATE (3 MO. PERIOD) _____ September 30 _____ TO _____ December 31 _____

RE-EVALUATION DATES _____

PROGRAMMING BASED ON STUDENT VARIABLES

1 BEHAVIORAL	2 ATTITUDINAL	3 ACADEMIC
PRODUCT OBJECTIVE <i>To increase attending behavior.</i> Measurement: <i>post-test.</i>	PRODUCT OBJECTIVE	PRODUCT OBJECTIVE

TEACHING TECHNIQUES TO BE USED (RELATE TO 1, 2 AND/OR 3 ABOVE)
PROCESS OBJECTIVES

1. Interest Unit (1)
2. Pupil-Teacher Planning (1)
3. Self-Analysis (1)
4. Values Clarification (1)
5. Behavior Modification (1)
6. Interest Centers (1)

MATERIALS TO BE USED (RELATE TO TEACHING TECHNIQUES)

1. Materials incorporated into Interest Unit (1)
2. Task Sheets and others (2,3)
3. Values Clarification, Simon (4)
4. Modifying Behavior in the Classroom - Use with Mainstreaming Teacher (5)
5. Making Sense of Our Lives (2,3,6)
6. Teacher-Made Interest Centers (6)

C-4

ANXIETY
MONDAY

DATE

Tasks

- 1 Interest Unit
- 2 Values Clarification Activities
- 3 Reward and/or Interest Center as cooperatively pre-arranged by student and teacher

TUESDAY

DATE

Tasks

- 1 Interest Unit
- 2 Activities taken from Making Sense of Our Lives
- 3 Reward and/or Interest Center

WEDNESDAY

DATE

Tasks

- 1 Interest Unit
- 2 Activities continued from Making Sense of Our Lives
- 3 Reward and/or Interest Center

THURSDAY

DATE

Tasks

- 1 Interest Unit
- 2 Activities continued from Making Sense of Our Lives
- 3 Reward and/or Interest Center

FRIDAY

DATE

Tasks

- 1 Pupil-Teacher Planning and Self-Analysis Techniques - see
- 2 Summary notations
- 3 Interest Unit

SUMMARY

DATE

Utilize Pupil-Teacher Planning Techniques and Self-Analysis (Student) Techniques to summarize activities of the week and to cooperatively prepare goals and activities to be incorporated into the following week's Task Sheets.

R
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R

214

Recognize Respond Reinforce

C-5

NEGATIVE ACTING OUT

Screening-Monitoring Profile C-5 indicates converted scores for each variable as follows:

<u>Variable</u>	<u>Converted Score</u>
Socialization	- .8 SD
Anxiety	N.A.*
Authority	N.A.*
Activity Level	-2.4 SD
Negative Acting Out	-2.9 SD
Reaction to School	-2.6 SD
Self Concept as a Learner	-1.2 SD
Attitude Toward School	- .7 SD
Reading	- .9 SD
Spelling	-2.9 SD
Arithmetic	-2.9 SD

According to exemplary profile C-5, Negative Acting Out is the priority need for student programming. Other areas indicating significant deficits are Activity Level, Reaction to School, Self Concept as a Learner, Spelling, and Arithmetic.

The Educational Plan Overview reflects this need within the strategies (page 47 of this manual) built into product objectives, recommended teaching techniques, and suggested materials. The Plan is written for a three-month programming period, April 8 through May 28. The Student Profile data provides the basis for three product objectives - one behavioral, one attitudinal, and one academic - that are built into the Educational Plan. The Plan recommends seven teaching techniques, each related to appropriate objectives, and eight materials, each related to specific techniques.

The exemplary Daily Task Sheet is written to reflect programming for four days each week, Monday, Tuesday, Wednesday, and Friday. Activities included within the tasks are:

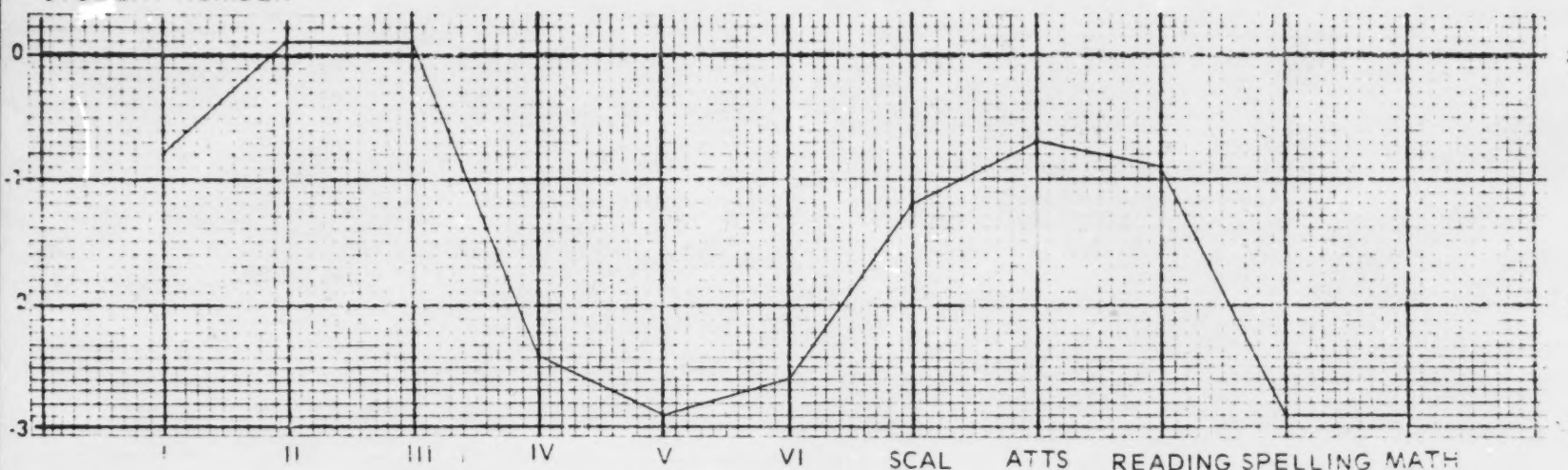
*At or above mean.

1. Learning Centers
2. Values Clarification
3. Interest Units
4. Self-Analysis
5. Behavior Modification.

Extra emphasis on Pupil-Teaching Planning and Student Self-Analysis is built into the task sheet in summarizing student activities for the week and in planning following activities.

SCREENING - MONITORING PROFILE

STUDENT NUMBER



- I SOCIALIZATION
- II ANXIETY
- III AUTHORITY
- IV ACTIVITY LEVEL

- V NEGATIVE ACTING OUT
- VI REACTION TO SCHOOL
- SCAL (SELF CONCEPT AS A LEARNER)
- ATTS (ATTITUDE TOWARD SCHOOL)

WIDE RANGE
ACHIEVEMENT TEST

MONITORING

MONITORING

MONITORING

END-OF-YEAR RE-EVALUATION

RE RE RE
RECOGNIZE
RESPOND
REINFORCE

EXEMPLARY SCREENING - MONITORING PROFILE C-5

ESEA TITLE III

21

NEGATIVE ACTING OUT

EDUCATIONAL PLAN OVERVIEW

STUDENT'S NAME _____

PLAN DATE (3 MO. PERIOD) _____ April 8 _____ TO _____ May 28 _____

RE-EVALUATION DATES _____

PROGRAMMING BASED ON STUDENT VARIABLES

1 BEHAVIORAL	2 ATTITUDINAL	3 ACADEMIC
PRODUCT OBJECTIVE <i>To improve acting out behavior.</i> <i>Measurement: post-test.</i>	PRODUCT OBJECTIVE <i>To provide an opportunity to achieve success in school performance.</i> <i>Measurement: post-test.</i>	PRODUCT OBJECTIVE <i>To assist in compensating for visual perception disability.</i> <i>Measurement: post-test.</i>

TEACHING TECHNIQUES TO BE USED (RELATE TO 1, 2 AND/OR 3 ABOVE)

PROCESS OBJECTIVES

1. Interest Unit (1,2,3)
2. Pupil-Teacher Planning (1,2,3)
3. Self-Analysis (1,2,3)
4. Values Clarification (1,2)
5. Interest Centers (1,2,3)
6. Learning Centers (3)
7. Behavior Modification

MATERIALS TO BE USED (RELATE TO TEACHING TECHNIQUES)

1. Materials incorporated into Interest Unit (1)
2. Task Sheets and others (2,3,7)
3. Battery operated cassette and tapes (1,5,6)
4. Values Clarification, Simon (4)
5. Why Am I Afraid to Tell You Who I Am? (2,3,4)
6. Song Lyric Kit - Teacher Made (6)
7. Haiku, Cinquain, Story Kits - Teacher Made (6)
8. Social Studies Activity Kit - Teacher Made (1,5)

C-5

NEGATIVE ACTING OUT
MONDAY

IV

Tasks:

DATE

1. Learning Center Activity - taped assignments
2. Values Clarification, Simon - Strategy #23, pp. 193-97
3. Interest Unit

TUESDAY

DATE

Tasks:

1. Learning Center Activity - taped assignments
2. Role Playing Activity: Situation-Frustration
3. Small Group Discussion - Consequences of Monday #2

WEDNESDAY

DATE

Tasks:

- 1.
- 2.
- 3.

THURSDAY

DATE

Tasks:

1. Learning Center Activity - taped assignments
2. Role Playing Activity: Situation - Ron as Teacher
3. Interest Unit and/or Reward as cooperatively predetermined by student and teacher

FRIDAY

DATE

Tasks:

1. Pupil-Teacher Planning and Self-Analysis Techniques - see Summary notations
2. Interest Unit or Interest Center or Reward Activity as cooperatively pre-arranged by student and teacher
- 3.

SUMMARY

DATE

Utilize Pupil-Teacher Planning Techniques and Self-Analysis (Student) Techniques to summarize activities of the week and to cooperatively prepare goals and activities to be incorporated into the following week's Task Sheets.

R
R
R

220

Recognize Respond Reinforce

C-6

REACTION TO SCHOOL

According to Screening-Monitoring Profile example C-6 converted scores for each variable are as follows:

<u>Variable</u>	<u>Converted Score</u>
Socialization	N.A.*
Anxiety	N.A.*
Authority	- .7 SD
Activity Level	-1.8 SD
Negative Acting Out	N.A.*
Reaction to School	-3.0 SD
Self Concept as a Learner	-1.2 SD
Attitude Toward School	-2.1 SD
Reading	N.A.*
Spelling	- .3 SD
Arithmetic	-1.5 SD

This is interpreted to indicate Reaction to School as the priority student need. Activity Level, Self Concept as a Learner, Attitude Toward School, and Arithmetic also appear as deficit areas. Appropriate strategies (page 48 of this manual) are reflected within the product objective written into the Educational Plan Overview. The Plan is written for a three-month programming period, August 30 through November 27. Reflecting the indicated student needs based upon the Student Profile data, three Product Objectives are built into the Plan - one behavioral, one attitudinal, and one academic. The Plan further recommends ten teaching techniques to meet the stated objectives. Six suggested materials follow the teaching techniques - each being coded to relate to appropriate techniques.

The exemplary Daily Task Sheet indicates that the student is receiving highly personalized programming based upon identified needs and interests for approximately one hour each day for three days. Activities recommended within the Task Sheet include:

1. Pupil-Teacher Planning
2. Active Listening

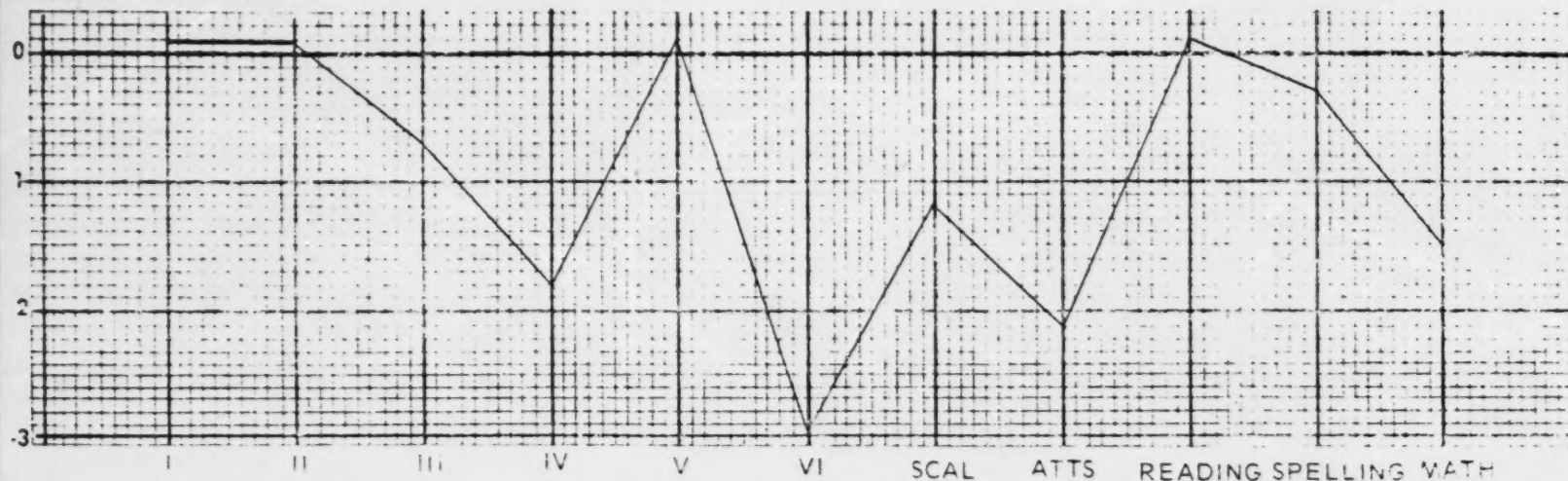
* At or above mean.

3. Interest Unit
4. Interest Center
5. Learning Center
6. Behavior Modification.

Pupil-Teacher Planning and Self-Analysis Techniques (Student) receive emphasis in the building of the Task Sheet - especially in summarizing student activities of the week and organizing activities for the following week.

STUDENT NUMBER

SCREENING - MONITORING PROFILE



- I SOCIALIZATION
- II ANXIETY
- III AUTHORITY
- IV ACTIVITY LEVEL

- V NEGATIVE ACTING OUT
- VI REACTION TO SCHOOL
- SCAL (SELF CONCEPT AS A LEARNER)
- ATTS (ATTITUDE TOWARD SCHOOL)

WIDE RANGE
ACHIEVEMENT TEST

MONITORING

MONITORING

MONITORING

END-OF-YEAR RE-EVALUATION

223

EXEMPLARY SCREENING - MONITORING PROFILE C-6
 RECOGNIZE
 RESPOND
 REINFORCE
 ESEA TITLE III

224

REACTION TO SCHOOL

EDUCATIONAL PLAN OVERVIEW

STUDENT'S NAME _____

PLAN DATE (3 MO. PERIOD) August 30 TO November 27RE-EVALUATION DATES _____

PROGRAMMING BASED ON STUDENT VARIABLES

1 BEHAVIORAL	2 ATTITUDINAL	3 ACADEMIC
PRODUCT OBJECTIVE <i>To improve reaction to school.</i>	PRODUCT OBJECTIVE <i>To improve attitude toward school.</i>	PRODUCT OBJECTIVE <i>To improve math competencies.</i>
Measurement: post-test.	Measurement: post-test.	Measurement: post-test.

TEACHING TECHNIQUES TO BE USED (RELATE TO 1, 2 AND/OR 3 ABOVE)
PROCESS OBJECTIVES

1. Interest Unit (1,2,3)
2. Pupil-Teacher Planning (1,2,3)
3. Self-Analysis (1,2,3)
4. Classroom Management (1,2)
5. Values Clarification (1,2)
6. Role Playing (1,2)
7. Interest Centers (1,2)
8. Learning Centers (1,2,3)
9. Behavior Modification (1,2)
10. Active Listening (1,2)

MATERIALS TO BE USED (RELATE TO TEACHING TECHNIQUES)

1. Those built into Interest Units (1,7)
2. Task Sheets and others (2,3,9)
3. Kids' Stuff (2,3,4,5,6,7,8,9,10)
4. Nooks, Crannies, and Corners (2,3,4,5,6,7,8)
5. Why Am I Afraid to Tell You Who I Am? (2,3,4,5,6,7,8)
6. Behavior Modification, Simon (9)

C-6

REACTION TO SCHOOL
MONDAY

I x

DATE

Tasks:

1. Pupil-Teacher Planning - Life goals as well as short-term ones
2. Incorporate Active Listening Exercise into #1 above
3. Interest Unit - incorporate math needs into activities

TUESDAY

DATE

Tasks:

1. Interest Unit - continue to incorporate math needs
2. Learning Center - math oriented
3. Reward and/or Interest Center as cooperatively pre-arranged by student and teacher

WEDNESDAY

DATE

Tasks:

- 1.
- 2.
- 3.

THURSDAY

DATE

Tasks:

1. Interest Unit
2. Learning Center - math oriented
3. Reward and/or Interest Center as cooperatively pre-arranged by student and teacher

FRIDAY

DATE

Tasks:

- 1.
- 2.
- 3.

SUMMARY

DATE

Utilize Pupil-Teacher Planning Techniques and Self-Analysis (Student) Techniques to summarize activities of the week and to cooperatively prepare goals and activities to be incorporated into the following week's Task Sheets.

R
R
R

226

Recognize Respond Reinforce

C-7

SELF CONCEPT AS A LEARNER

Screening-Monitoring Profile model C-7 indicates converted scores for each variable as follows:

<u>Variable</u>	<u>Converted Score</u>
Socialization	-1.3 SD
Anxiety	-1.6 SD
Authority	N.A.*
Activity Level	N.A.*
Negative Acting Out	- .9 SD
Reaction to School	-1.2 SD
Self Concept as a Learner	-2.1 SD
Attitude Toward School	-1.3 SD
Reading	- .4 SD
Spelling	- .6 SD
Arithmetic	- .8 SD

Self Concept as a Learner is indicated as the greatest deficit area. Other areas of significant deficit include Socialization, Anxiety, Reaction to School, and Attitude Toward School. Each of the academic variables indicate some deficit; however, none is evidenced as significant. Strategies (page 50 of this manual) for the improvement of behaviors and attitudes are reflected within the product objectives written into the Educational Plan Overview. An additional objective is written into the Plan to provide reinforcement in spelling and math skills. The Plan is written for a three-month programming period, August 30 through November 27. Reflecting the indicated student need based upon the Student Profile data, three Product objectives are built into the Plan - one behavioral, one attitudinal, and one academic. The Plan further recommends nine teaching techniques to meet the stated objective. Five suggested materials follow the teaching techniques - each being coded to relate to appropriate techniques.

The exemplary Daily Task Sheet indicates that the student is receiving highly personalized programming based upon identified needs and interests for approximately one hour each day. Activities recommended within the Task Sheet include:

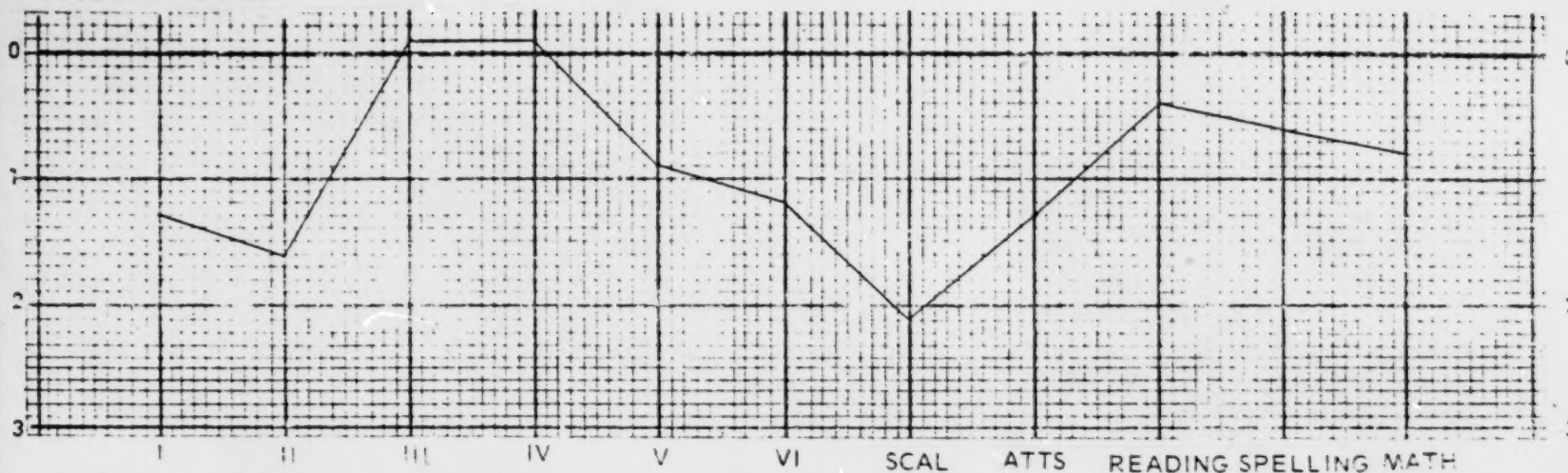
* At or above mean.

1. Interest Unit
2. Learning Center
3. Behavior Modification
4. Values Clarification
5. Group Counseling
6. Pupil-Teacher Planning
7. Peer Tutoring.

Pupil-Teacher Planning and Self-Analysis Techniques (Student) receive emphasis in the building of the Task Sheet - especially in summarizing student activities of the week and organizing activities for the following week.

SCREENING - MONITORING PROFILE

STUDENT NUMBER



I SOCIALIZATION
II ANXIETY
III AUTHORITY
IV ACTIVITY LEVEL

V NEGATIVE ACTING OUT
VI REACTION TO SCHOOL
SCAL (SELF CONCEPT AS A LEARNER)
ATTS (ATTITUDE TOWARD SCHOOL)

WIDE RANGE
ACHIEVEMENT TEST

MONITORING

MONITORING

MONITORING

END-OF-YEAR RE-EVALUATION

R RECOGNIZE
R RESPOND
R REINFORCE

SELF CONCEPT AS A LEARNER C-7

ESEA TITLE III
1x111

SELF CONCEPT AS A LEARNER EDUCATIONAL PLAN OVERVIEW

STUDENT'S NAME _____

PLAN DATE (3 MO. PERIOD) _____ August 30 _____ TO _____ November 27 _____

RE-EVALUATION DATES _____

PROGRAMMING BASED ON STUDENT VARIABLES

1 BEHAVIORAL	2 ATTITUDINAL	3 ACADEMIC
PRODUCT OBJECTIVE <i>To alleviate anxiety.</i> Measurement: post-test.	PRODUCT OBJECTIVE <i>To improve self concept of the learner as a person.</i> Measurement: post-test.	PRODUCT OBJECTIVE <i>To reinforce spelling and math skills.</i> Measurement: post-test.

TEACHING TECHNIQUES TO BE USED (RELATE TO 1, 2 AND/OR 3 ABOVE)
PROCESS OBJECTIVES

1. Interest Unit (1,2,3)
2. Pupil-Teacher Planning (1,2,3)
3. Self-Analysis (1,2,3)
4. Group Counseling (1,2)
5. Active Listening (1,2)
6. Values Clarification (1,2)
7. Interest Centers (1,2,3)
8. Learning Centers (3)
9. Peer Tutoring (1,2)

MATERIALS TO BE USED (RELATE TO TEACHING TECHNIQUES)

1. Those built into Interest Unit (1,7)
2. Task Sheets and others (2,3)
3. Making Sense of Our Lives (2,3,4,6,7)
4. Directions: Levels I and II (1,2,6,7,8)
5. Can of Squirms (2,3,6)

C-7

SELF CONCEPT AS A LEARNER
MONDAY

lxv

DATE

Tasks:

1. Interest Unit - spelling
2. Learning Center - focus on math activities
3. Reward

TUESDAY

DATE

Tasks:

1. Values Clarification - using active listening
2. Group Counseling
3. Pupil-Teacher Planning

WEDNESDAY

DATE

Tasks:

1. Interest Unit - math activities
2. Peer tutoring as tutor
- 3.

THURSDAY

DATE

Tasks:

1. Values Clarification using active listening
2. Group Counseling
3. Pupil-Teacher Planning

FRIDAY

DATE

Tasks:

1. Learning Center - focus on math and spelling activities
2. Interest Unit - focus on math and spelling activities
3. Reward as predetermined by teacher and student

SUMMARY

DATE

Utilize Pupil-Teacher Planning Techniques and Self-Analysis (Student) Techniques to summarize activities of the week and to cooperatively prepare goals and activities to follow.

R
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R

232

Recognize Respond Reinforce

C-8

ATTITUDE TOWARD SCHOOL

Converted scores for each student variable as indicated on Screening-Monitoring Profile C-8 are as follows:

<u>Variable</u>	<u>Converted Score</u>
Socialization	-1.0 SD
Anxiety	N.A.*
Authority	-1.4 SD
Activity Level	N.A.*
Negative Acting Out	- .8 SD
Reaction to School	-1.5 SD
Self Concept as a Learner	- .9 SD
Attitude Toward School	-3.0 SD
Reading	-1.0 SD
Spelling	-1.3 SD
Arithmetic	-1.5 SD

Analysis of this profile indicates that Attitude Toward School is the most extreme deficit area. Other areas showing significantly low scores are Socialization, Relationship to Authority, Reaction to School, Reading, Spelling, and Math. Academic variables are to be considered in relationship to the overall ability of the student.

The Educational Plan reflects the major need within the strategies (page 49 in this manual) built into the product objectives, recommended teaching techniques, and suggested materials. The Plan is written for a three-month programming period, August 30 through November 27. Reflecting the student need as indicated by the Student Profile data, three product objectives are built into the Educational Plan, one behavioral, one attitudinal, and one academic. The Plan recommends eleven teaching techniques, each related to appropriate objectives, and nine materials related to techniques being used.

The exemplary Daily Task Sheet is written for a five day period, Monday through Friday. It implies that the student is receiving intensive motivation-interest programming for approximately one hour per day. Activities included in these tasks are those utilizing:

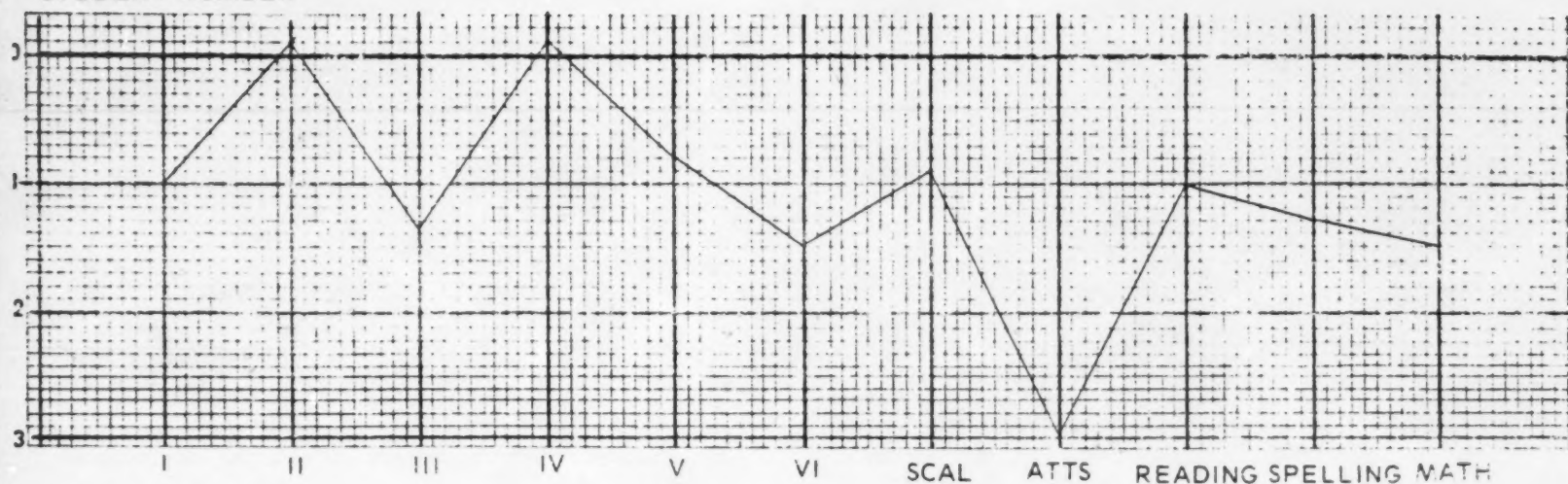
* At or above mean.

1. Pupil-Teacher Planning
2. Active Listening
3. Interest Units
4. Peer Tutoring
5. Behavior Modification
6. Learning Centers
7. Role Playing
8. Self-Analysis.

Strong emphasis is placed on Pupil-Teacher Planning and Self-Analysis through summarizing the week's activities, and planning next week's activities.

SCREENING - MONITORING PROFILE

STUDENT NUMBER



I SOCIALIZATION

II ANXIETY

III AUTHORITY

IV ACTIVITY LEVEL

V NEGATIVE ACTING OUT

VI REACTION TO SCHOOL

SCAL (SELF CONCEPT AS A LEARNER)

ATTS (ATTITUDE TOWARD SCHOOL)

WIDE RANGE
ACHIEVEMENT TEST

MONITORING

MONITORING

MONITORING

END-OF-YEAR RE-EVALUATION

235

R RECOGNIZE
R RESPOND
R REINFORCE

ATTITUDE TOWARD SCHOOL C-8

ESEA TITLE III

236

ATTITUDE TOWARD SCHOOL

EDUCATIONAL PLAN OVERVIEW

STUDENT'S NAME _____

PLAN DATE (3 MO. PERIOD) _____ August 30 _____ TO _____ November 27 _____

RE-EVALUATION DATES _____

PROGRAMMING BASED ON STUDENT VARIABLES

1 BEHAVIORAL	2 ATTITUDINAL	3 ACADEMIC
PRODUCT OBJECTIVE <i>To increase ability to interact effectively with peers and authority figures.</i> Measurement: post-test.	PRODUCT OBJECTIVE <i>To improve attitude toward school.</i> Measurement: post-test.	PRODUCT OBJECTIVE <i>To improve academic performance in reading, spelling, and math.</i> Measurement: post-test.

TEACHING TECHNIQUES TO BE USED (RELATE TO 1, 2 AND/OR 3 ABOVE)
PROCESS OBJECTIVES

1. Interest Units (1,2,3)
2. Pupil-Teacher Planning (1,2,3)
3. Self-Analysis (Student) (1,2,3)
4. Role Playing (2)
5. Active Listening (2)
6. Interest Center (2)
7. Communication Skills (1,2)
8. Peer Tutoring (2,3)
9. Values Clarification (1)
10. Learning Centers (1,2,3)
11. Behavior Modification (1,2)

MATERIALS TO BE USED (RELATE TO TEACHING TECHNIQUES)

1. Becoming Aware of Values (2,3,9)
2. Developing Human Potential (2,9)
3. Plays You Can Talk About (2,4,6,9)
4. Why Am I Afraid to Tell You Who I Am? (2,3,4,5,7,9,11)
5. Arithmetic We Need (1,6,8,10)
6. Reading Fundamentals for Teenagers (1,2,7)
7. You Can Read Better (1,2,7)
8. Your Problems and How to Handle Them (1,2,3,4,5,6,7,9)
9. Making Sense of Our Lives (2,3,4,6,7,9)

C-8

ATTITUDE TOWARD SCHOOL
MONDAY

Ixx

DATE

Tasks:

1. Pupil-Teacher Planning emphasizing life goals as well as short-term ones. Incorporate math and reading needs for achievement of long-range goals.
 - 2.
 3. Active listening - incorporate into #1
- Interest Unit - incorporate reading needs into activities

TUESDAY

DATE

Tasks:

1. Interest Unit - incorporate reading needs
2. Peer Tutoring - Learning Center - incorporate math needs
3. Reward and/or Interest Center as pre-arranged by student and teacher

WEDNESDAY

DATE

Tasks:

1. Developing Human Potential - use with Pupil-Teacher Planning (long-range goals)
2. Learning Center - math needs
3. Reward and/or Interest Center as pre-arranged by student and teacher

THURSDAY

DATE

Tasks:

1. Role Playing - incorporate active listening and relate to life goals
2. Interest Unit - incorporate reading needs
3. Peer Tutoring - incorporate math needs

FRIDAY

DATE

Tasks:

1. Developing Human Potential - use active listening - incorporate life goals
2. Pupil-Teacher Planning and Self-Analysis to summarize week's activities and prepare next week's activities
3. Reward as pre-arranged by student and teacher

SUMMARY

Utilize Pupil-Teacher Planning Techniques and Self-Analysis (Student) Techniques to summarize the activities of the week and to cooperatively prepare goals and activities to be incorporated into the following week's Task Sheets.

R
R
R

C-9

ACADEMIC: READING, SPELLING, ARITHMETIC

Screening-Monitoring Profile C-9 indicates converted scores for each variable as follows:

<u>Variable</u>	<u>Converted Score</u>
Socialization	-1.2 SD
Anxiety	-2.0 SD
Authority	N.A.*
Activity Level	N.A.*
Negative Acting Out	N.A.*
Reaction to School	-1.3 SD
Self Concept as a Learner	-1.7 SD
Attitude Toward School	-1.9 SD
Reading	-2.0 SD
Spelling	-1.3 SD
Arithmetic	-2.1 SD

This profile indicates a number of student needs including Socialization, Anxiety, Reaction to School, Self Concept as a Learner, Attitude Toward School, Reading, Spelling, and Arithmetic. Reflecting project philosophy, academic programming is developed to support behavioral and attitudinal needs.

Appropriate strategies (page 49 and 51 of this manual) are indicated within the product objectives written into the Educational Plan Overview. The Plan is written for a three-month programming period, January 15 through April 12. Reflecting the indicated student need based upon the Student Profile data, three product objectives are built into the Plan - one behavioral, one attitudinal, and one academic. The Plan further recommends twelve techniques to meet the stated objectives. Seven suggested materials follow the teaching techniques - each being coded to relate to appropriate techniques.

The exemplary Daily Task Sheet indicates that the student is receiving highly personalized programming based upon identified needs and interests for approximately one hour per day for three days. Activities recommended within the Task Sheet include:

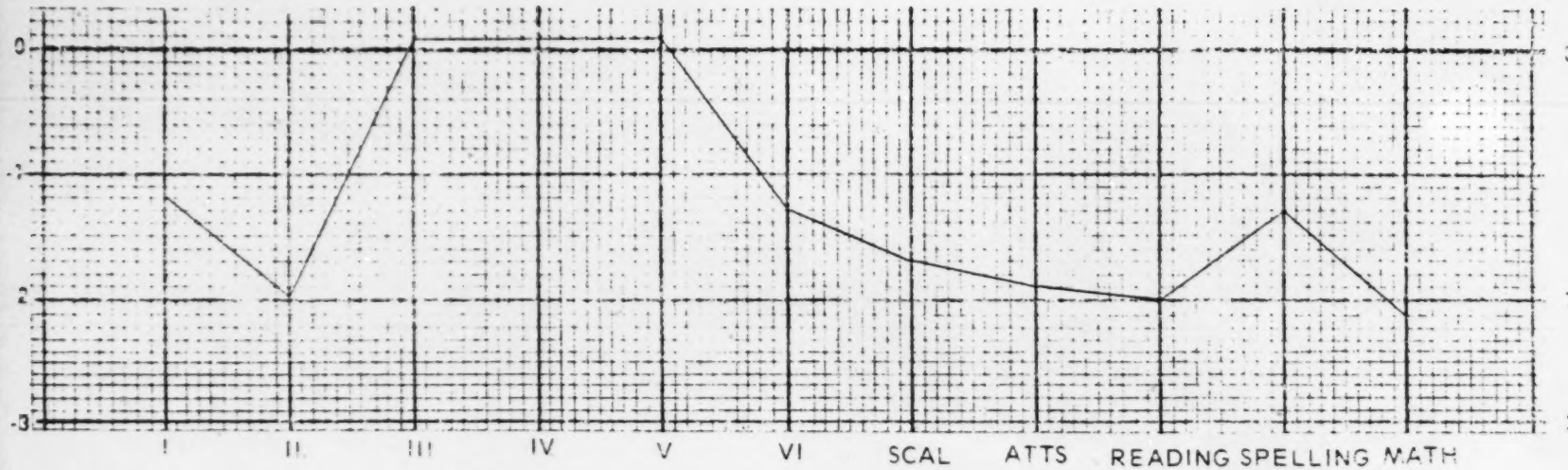
*At or above mean.

1. Pupil-Teacher Planning
2. Interest Unit
3. Peer Tutoring
4. Learning Center
5. Behavior Modification
6. Modal Teaching
7. Performance Level Teaching
8. Self-Analysis
9. Group Counseling
10. Language Development.

Pupil-Teacher Planning and Self-Analysis Techniques (Student) receive emphasis in the building of the Task Sheet - especially in summarizing student activities of the week and organizing activities for the follow week.

SCREENING - MONITORING PROFILE

STUDENT NUMBER



- I SOCIALIZATION
- II ANXIETY
- III AUTHORITY
- IV ACTIVITY LEVEL
- V NEGATIVE ACTING OUT
- VI REACTION TO SCHOOL
- SCAL (SELF CONCEPT AS A LEARNER)
- ATTS (ATTITUDE TOWARD SCHOOL)

WIDE RANGE
ACHIEVEMENT TEST

MONITORING

MONITORING

MONITORING

END-OF-YEAR RE-EVALUATION

241

RECOGNIZE
RESPOND
REINFORCE
ACADEMIC: READING, SPELLING, ARITHMETIC

ESEA TITLE III

242

C-9

EDUCATIONAL PLAN OVERVIEW

ACADEMIC: READING, SPELLING, ARITHMETIC

STUDENT'S NAME _____

PLAN DATE (3 MO. PERIOD) _____ January 15 _____ TO _____ April 12 _____

RE-EVALUATION DATES _____

PROGRAMMING BASED ON STUDENT VARIABLES

1 BEHAVIORAL	2 ATTITUDINAL	3 ACADEMIC
PRODUCT OBJECTIVE <i>To decrease anxiety.</i> Measurement: post-test.	PRODUCT OBJECTIVE <i>To improve attitude toward school and self concept.</i> Measurement: post-test.	PRODUCT OBJECTIVE <i>To improve academic ability in reading, spelling, and math.</i> Measurement: post-test.

TEACHING TECHNIQUES TO BE USED (RELATE TO 1, 2 AND/OR 3 ABOVE)

PROCESS OBJECTIVES

- | | |
|---|----------------------------------|
| 1. Interest Units (1,2,3) | 11. Communication Skills (1,2,3) |
| 2. Pupil-Teacher Planning (1,2,3) | 12. Language Development (1,2,3) |
| 3. Self-Analysis (1,2,3) | |
| 4. Behavior Modification (1,2,3) | |
| 5. Grouping (2,3) | |
| 6. Peer Tutoring - utilizing student as tutor (3) | |
| 7. Group Counseling (1,2,3) | |
| 8. Modal Teaching (3) | |
| 9. Performance Level Teaching (3) | |
| 10. Learning Center (3) | |

MATERIALS TO BE USED (RELATE TO TEACHING TECHNIQUES)

1. Task Sheets (2,3,4)
2. Making Sense of Our Lives (2,3,5,7,11,12)
3. Reading and math materials on appropriate level (5,6,8,9,10)
4. Calculator games (1,10)
5. Arithmetic That We Need (6,8,9,10)
6. Reading Fundamentals for Teenagers (6,8,9,10,11,12)
7. You Can Read Better (6,8,9,10,11,12)

C-9

ACADEMIC: READING, SPELLING, ARITHMETIC
MONDAY

Ixxv

DATE

Tasks:

1. *Pupil-Teacher Planning - include weekly and long-range goals*
2. *Making Sense of Our Lives - in group*
3. *Interest Unit - including appropriate reading skills*

TUESDAY

DATE

Tasks:

- 1.
- 2.
- 3.

WEDNESDAY

DATE

Tasks:

1. *Peer Tutoring - including appropriate math skills*
2. *Learning Center - including appropriate reading skills*
3. *Reward and/or Interest Center as pre-arranged by student and teacher*

THURSDAY

DATE

Tasks:

- 1.
- 2.
- 3.

FRIDAY

DATE

Tasks:

1. *Making Sense of Our Lives - group activity*
2. *Interest Center - utilizing reading skills*
3. *Pupil-Teacher Planning summarizing week's tasks and planning for following week*
4. *Reward as pre-arranged by teacher and student*

SUMMARY

DATE

Utilize Pupil-Teacher Planning Techniques and Self-Analysis (Student) Techniques to summarize the activities of the week and to cooperatively prepare goals and activities to be incorporated into the following week's Task Sheets.

R
R
R

244

Recognize Respond Reinforce